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ABSTRACT

This evaluation examined the workability of the Northeast Ohio Principals Academy as a whole and developed recommendations concerning the organization, components, and procedures of an entry year program for new principals. The report describes the pilot entry year and examines key questions used to focus the evaluation and information identified as necessary to respond to those questions. It also describes the evaluation plan and procedures used in gathering and analyzing information related to the focus question. After summarizing the data collected, the report presents recommendations. Results suggest that success of the academy is due in part to the diverse coalition of participants, the creation of facilitator positions to keep the program on task, and the development of both general and local meetings and good attendance at those meetings. Seven appendixes, which comprise the bulk of the document, include: Ohio Administrative Codes 3301-24-02 and 3301-24-04; the evaluation plan; evaluation as of December 2000; survey on aspects of the program, distributed February 2001; summation of evaluative responses to the February survey; table notes from the round robin sessions, April 2001; and strengths, weaknesses, and recommendations from the 2000 evaluation report. (SM)

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Evaluation Report
Northeast Ohio Principals Academy
Pilot Entry Year Program: Year II

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May 15, 2001

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Evaluation Report
Northeast Ohio Principals Academy
Pilot Entry Year Program: Year II

INTRODUCTION

Purpose of the Evaluation

The purpose of this evaluation is to determine the workability of the program as a whole and to develop recommendations concerning the organization, components, and procedures of an entry year program for new building administrators.

Audience for the Evaluation

The primary, direct audiences for this evaluation are the Ohio Department of Education and the members of the Northeast Ohio Principals Academy. Inasmuch as an entry year program is a mandated element of the incoming licensure requirements, a secondary audience for this evaluation report is the leadership of the state's school districts. Boards of education and superintendents will be faced with the necessity of enabling new administrators to participate in an entry year program that meets state requirements. Finally, those who have undertaken roles in this pilot program are an audience as interested participants and contributors and as potential leadership for the State mandated entry year programs for administrators.

Limitations of the Evaluation

A major limiting factor is that this report is focused on providing recommendations for the establishment of entry year programs statewide. It does not seek to provide evaluative information about the second year of the pilot program, but rather to develop and present ideas related to the setup and operation of similar programs in the State.

A second limitation is that the evaluation plan for the second year of the program started in one direction and then was shifted through mutual agreement of the Coordinating Committee, the program coordinators, and the evaluators.

A third limitation is that the portfolios will not be completed before this evaluation report must be submitted. Work on the portfolios was begun and continues at present. However, the timeline for submission of the portfolio is later than the time by which recommendations might influence the next generation of entry year programs. Consequently, evaluations based on or related to the quality of the portfolio will not be made. This does not exclude consideration of the activities related to beginning the portfolio construction process.

Report Overview

The next main section of this evaluation report, Focus of the Evaluation, contains a description of the pilot entry year developed by the Northeast Ohio Principals Academy—the group of representatives of K-12 schools and higher education institutions requested to join in developing the pilot program. It also contains the key questions used to focus the evaluation and the information identified as necessary to respond to those questions.

Following the Focus section is a brief description of the evaluation plan and procedures used in gathering and analyzing information related to the focus questions. A fuller description is in Appendix B. The Evaluation Plan and Procedures section will also describe how the conclusions and recommendations were reached.

The section titled Evaluation Results contains a summary of the information and data collected and the interpretation of those findings by the participants and the evaluators.

Conclusions and Recommendations section contains a general summary statement and the evaluators' recommendation to give great weight to the recommendations of the participants in the creation of successor programs.

The Appendices contain the evaluation plan and copies of the data gathering instruments, statements of standards used by the evaluators, and either full or summarized texts of the collected data.

FOCUS OF EVALUATION

Program Description

Goals and objectives.

There are at least three sets of goals related to the Entry Year Principals' Program. The first set is articulated in the Ohio Department of Education's Request for Proposals, Entry Year Principals' Program, Fiscal Year 2000. The second set is in the Memorandum of Understanding and Cooperation drafted by the Northeast Ohio Principals' Academy Entry Year Program Coordinating Committee. The final set arose from the oral communications received by the coordinators for the Coordinating Committee and passed on to the Coordinating Committee members.

The first set of goals—from the Ohio Department of Education:

1. Provide leadership and learning support systems for first and second year principals.
2. Assist in further development of Ohio's administrative portfolio, with articulation to the Ohio Administrative Competencies passed by the Ohio State Board of Education in January 1998.
3. Provide a collaborative learning community to share best practices and best ideas between higher education institutions and principal preparation programs.
4. Create a statewide community of learners to best assist in reshaping the role of the principal to meet the challenges of the 21st century.

The second set of goals—by the Coordinating Committee:

To support and nourish entry-year principals and their mentors with rich academic and professional resources and valued professional relationships.

To field test a specific entry-year model to determine the appropriateness for utilization in 2002 when all first-year school administrators will be required to complete an entry-year program as part of their licensure program.

The third set of goals—from oral communications—included an implicit goal to develop, try out, and evaluate an entry year program for principals as a whole and in its component parts.

These three sets of goals ought to be considered in reference to the requirements of Ohio Administrative Code 3301-24-04 and 3301-24-02 (see Appendix A) as the Entry Year Program for Principals is being developed to fulfill the requirements of the both the Ohio Revised Code and the Ohio Administrative Code.

Participants.

The Coordinating Committee includes active and retired public school administrators, the superintendent of the Cuyahoga County Educational Service Center (CCESC), and one or two representatives from each of the colleges and universities in Northeast Ohio that have programs to prepare educational administrators. The Committee is co-chaired by Patrick Cosiano of Baldwin-Wallace, Robert Beebe of Youngstown State University, and Harry Eastridge of the CCESC.

The four facilitators of the small or cluster groups are members of the Coordinating Committee. Two are male and two are female; two are African-American and two are Caucasian; two currently work as K-12 administrators—one as a principal and one in central office; three are or were school principals; two are or were central office administrators; and one is a college professor; and two participated in an earlier entry pilot program and two did not.

At this writing there are 25 mentors and 25 entry year administrators (EYA), mentees, (entry year principals or assistant principals) in the program. One of the facilitators served during the first year as a mentor in addition to facilitating the small group. At this writing, it appears that 50 out of an initial 55 mentors and EYAs have stayed with the program. They represent administrators from all levels of schools—elementary, intermediate, middle, and high schools. Over half of the mentors and the mentees are elementary school administrators. Most of the remaining mentees are middle school administrators while most of the remaining mentors are high school administrators. Only three of the mentees are assistant principals, the rest are principals as are all the mentors. While all of the principal mentees are in their second or third year in their current administrative role, most began the program during their first year as building administrators although several had prior administrative experience as assistant principals.

Program structure.

This pilot was structured with a Coordinating Committee chaired by three co-chairpersons, a group of four facilitators, four small or cluster groups of mentors and mentees, and twenty-eight pairs of mentors and mentees (entry year administrators). As noted earlier twenty-five pairs are still operating at this time. The facilitators were members of the Coordinating Committee and served as intermediaries between the Coordinating Committee and the small/cluster groups. The CCESC served as the fiscal agent for the program.

Strategies and procedures used for implementation.

The Coordinating Committee generated the structure of the program and provided the planning and implementation for the large group (all the facilitators, mentors, and mentees in the pilot program) meetings. The facilitators reported to the Coordinating Committee the activities, results, and problems experienced in the small groups and obtained advice. The facilitators also met together to discuss their various activities, expectations, and alternatives. In facilitating the small groups the facilitators organized the groups' meetings, provided motivation to carry out the program activities, and gave suggestions and advice to both mentors and mentees as needed on an individual basis.

The Coordinating Committee solicited all superintendents in its assigned area (Northeast Ohio) for recommendations of entry year administrators who might be willing to participate and of experienced administrators to serve as mentors. Mentors were accepted based on the superintendents' recommendations. Mentees/entry year administrators were selected from those recommendations based on being principals who were in their first year in that role. Others were brought in as those initially selected decided to opt out. The later candidates were selected based on recommendations by participating mentors and mentees as well as by referral to the original superintendents recommendations.

The Coordinating Committee decided to offer notebook computers without charge to those who would complete a two-year commitment to the program in an effort to provide a benefit other than cash for the participants. The computers were provided up front so that they could be used to enhance

communications. For those who did not want a computer, an alternative of $1,500 toward expenses for workshops and conferences was offered. Most took the notebook computer.

One other inducement offered to the mentors and mentees was the possibility of graduate credit hours for participating in the program and producing an acceptable portfolio. These hours are offered at the expense of the participant; they are not funded—only arranged—by the program.

In creating the mentor-mentee pairings two strategies were used. First, those mentors and mentees who had been recommended together by their superintendents were accepted as "given" or "natural" pairs. Second, others selected for the program were assigned to small groups in balanced numbers and in rough geographic proximity. At the initial large group meeting and after some group development activities, these unpaired mentors and mentees were invited to make their own matches from those in their small groups.

The initial large group meeting provided an overview of the program, its goals, and its structure. There was some presentation and discussion of the mentor-mentee relationship in the large group, but once the smaller groups were defined and mentors and mentees paired up, the continuing development of role expectations and group ground rules was left up to the facilitators and the small group members. Within the small groups the personal relationships were fostered and the work begun and continued on the portfolios.

Operating context.

There are five levels of relationships setting the context in this pilot. First there is the mentor-mentee relationship—a one-on-one relationship. Second is the small, geographic group relationship, often referred by participants as the "cluster" or "small" group, involving from 3 to 9 sets of mentors and mentees with a facilitator. Third is the relationship of the facilitators with each other as they support and educate each other. Fourth is the intermediary relationship that the facilitators have between the small groups and the Coordinating Committee. Finally there is the Coordinating Committee as program creator, as oversight and resource to facilitators and small groups, and as provider of experiences through the large group meetings.

Human and other resources required.

This program utilized a steering committee composed of representatives of the administrator training programs in Northeast Ohio, field administrators, and the cooperation of the CCESC superintendent. As organized it requires a facilitator who is able to participate in the Coordinating Committee's meetings as well or facilitate the meetings and activities of a group of six to twenty administrators—half mentors and half mentees. The mentors and mentees must be able to secure authorization to be away from their buildings occasionally to participate in the small and large group meetings. This requires the understanding and cooperation of district superintendents.

In terms of other resources, some money was required to pay for the various meetings, stipends for the facilitators, and the computers or training option for the mentors and mentees.

Another resource is the experience and networks of a variety of experienced administrators and professors of educational administration.

Evaluation Questions Used to Focus Evaluation

The purpose of this evaluation is to determine the workability of the program as a whole and to develop recommendations concerning the organization, components, and procedures of an entry year program for new building administrators. With that purpose in mind, the key questions that guided this evaluation were

- What are the views of the Coordinating Committee, the mentors, and the mentees about what works in the program?
- What are the views of the Coordinating Committee, the mentors, and the mentees about what should be dropped from the program?
- What are the views of the Coordinating Committee, the mentors, and the mentees about what could or should be changed to improve the program?
- What are the views of the Coordinating Committee, the mentors, and the mentees about what should be incorporated in successor programs?

Information Needed to Do the Study

Three basic types of information were used for this evaluation: (a) judgments and opinions of participants about the program as a whole and in its component elements and (b) judgments and opinions of program participants about the summation of the judgments and opinions expressed by the participants, and (c) opinions of the participants about recommendations for successor programs.

OVERVIEW OF EVALUATION PLAN AND PROCEDURES

Two evaluators conducted this evaluation—one internal, a member of the Coordinating Committee, and the other external. They reviewed the evaluation of the first year of the program and related documents. Initially they were charged to perform an evaluation similar to that of the previous year to be completed after the portfolios were completed and submitted to the Coordinating Committee. After the first regional meeting of the year, December 13, 2000, the Coordinating Committee sought a change of direction. The evaluation was refocused to enable the Northeast Ohio Principals Academy to have a report in hand before June 2001 and to have that the report involve significant evaluative input from the program participants.

The evaluators met with a Coordinating Committee sub-committee charged with planning for a Spring 2001 meeting of all participants. This meeting was planned with the intention of having basic elements for a position paper agreed to by the end of the meeting. The sub-committee established the major topical areas for which it wished that input.

The evaluators prepared a survey instrument (see Appendix D) and distributed it. The responses were compiled into one document and then coded as to content. The coded comments were then sorted according to the topics they addressed and submitted to the participants for review and additional comment. The original coded comments were summarized and the second round comments were added to the summarization as separate comments (see Appendix E).

At the Spring 2001 meeting, the summation document was explained and shared with all participants present for the meeting. A type of round-robin process was used to generate comments and recommendations based on the shared data. Table notes were taken (see Appendix F). Coordinating

Committee members who served as facilitators and scribes at each of seven stations then drafted statements reflective of the opinions expressed by the participants as they came to each of the stations. These statements were shared with the whole body of those present. After allowing for clarification of the statements, each statement was accepted by the group as representative of the opinion of the group concerning the particular topic.

Finally, the evaluators reflected on the data gathered through the above procedures, the first year's evaluation report, and the few minority/dissenting opinions expressed during the Spring 2001 meeting and made a few observations.

For a fuller explanation of the evaluation plan and procedures see Appendices B to F.

EVALUATION RESULTS

Summary of Evaluation Findings

The Entry Year Program, as outlined in the administrative regulations of the State (see OAC 3301-24-04 and 3301-24-02 in Appendix A), is to include a formal program of support, mentoring to foster the administrator's professional growth, and assessment of the beginning administrator's performance. The Northeast Ohio Principals Academy Pilot Entry Year Program sought to provide for these components by using meetings—regional and local/cluster—to foster supportive relationships among mentors and mentees and to bring about the development of portfolios that could be used for the assessment of the beginning administrator. The statements accepted by the program participants—planners, facilitators, mentors, and mentees—is provided below for each topical area.

Mentoring

The respondents identified four key themes as important for constructing a mentoring program and for relationship building for the entry year principal (EYP, mentee). They are training, proximity, the first year, and networking.

The most critical needs are for training mentors. Mentors need to know how to develop portfolios including the meaning of the standards, the organizational strategies needed to understand and select artifacts, timelines, and guidelines. Benchmarks would be one strategy to aid in this learning. To

emphasize the importance of the portfolio and to ensure embedding the portfolio constructs, the mentors should produce an abbreviated portfolio, perhaps one section, such as A2 [Sustaining a Culture Conducive to Student Learning]. This work lays the foundation for the continuity evidenced by portfolio development.

Secondly, mentors need training in how to mentor. They need sound pedagogy and skills in socializing new principals.

Another important aspect of the success of the mentor-mentee relationship is the proximity of the pairing. An equal number of participants found in-district pairings to be valuable as found out-of-district pairings valuable. In-district pairings have the advantages of saving time in travel, knowing the school community, and usually being at the same building level. One participant suggests that the mentor shadow the mentee for part of the time. Out-of-district mentoring relationships can be just as valuable if the distance between settings is reasonable, the communities have similar socio-economic status and demographics, and mentors and mentees are working at the same building level. Even public school and parochial school principals can learn from one another.

Importantly, the participants strongly suggest that the first year be one of "getting to know" one another, each other's communities, and each other's talents and needs. To aid in this process both mentor and mentee should write their reflections on the year. During this year, the mentors would be engaged in professional development as mentors. There would be no portfolio work done that year other than that provided for mentors.

Perhaps most critical to the success of the mentoring relationship is the support of the superintendent. Mentors and mentees need blocks of time available to commit to the relationship and professional development. Furthermore with these commitments and support come an accountability for both-mentor and mentee —perhaps through the individual professional development plan (IPDP).

The networking supported by cluster group meetings was successful and should be continued. Agendas should be developed by the cluster group members and portfolios shared. The focus of cluster meetings must be teaching and learning.

One last thought, which brings back the importance of both the mentoring and the portfolios, is that the mentors should meet as a group to assess the portfolios using a rubric to provide objectivity in assessment and to present added insights into the relationships and processes.

Meetings

Cluster meetings. Cluster meetings are the engine that drives the entire entry year process. These meetings have three purposes: (a) provide support for participants; (b) provide professional development to participants; and, (c) provide guidance toward completion of the portfolio. In achieving these purposes, cluster meetings need to be structured with timelines for completion of tasks, especially the portfolio. These meetings are most effective when held on school premises, preferably during the school day. However, cluster groups should be free to set their own meeting times and agendas. Cluster meetings should be held on a regular basis, preferably on a monthly basis although driving time is a problem where members of a cluster are located over a wide geographical area. Technology, although important for communication and support, should not substitute for group meetings at one site.

Regional meetings. Regional meetings should be fast-paced and organized to support cluster meetings. Holding these meetings in a large room, such as a hotel meeting room, that permits sufficient space for small group meetings is recommended.

State-wide meetings. The entry year process should begin with a statewide meeting to provide common focus and direction. State meetings should not require more than one night of participants' time.

Portfolios

Portfolio development should be a meaningful experience that is tied to student achievement. University principal preparation must include portfolio development and be tied to expectations of the Educational Testing Service (ETS). ETS needs to tell participants up front what is expected with minimum and maximum requirements/standards. ETS and the universities should provide sample sections and portfolios. ETS should provide forewarnings about common errors in portfolio development and feedback once portfolios are submitted. There should be specific training for mentors on guiding

mentees in portfolio developments. Cluster meetings should allocate time specifically for portfolio training.

The EYP should be a three-year program with timelines clearly defined. Attention was called to findings from the first and second round surveys, which repeatedly suggested goals for each year, with the first year spent in discussions between mentors-mentees and in cluster groups, the second year in portfolio development, and the final year in editing. Sections A1 (Facilitating the Vision of Learning within the School Community) and A2 (Sustaining a Culture Conducive to Student Learning) do need to be done. The first year must start with the development of relationships between mentors and mentees. The second year should be dedicated to data collection and learning about the building. The portfolio needs to address how to improve student achievement, barriers, and best practices. The third year needs to focus on best practices to improve student achievement, devising strategies to overcome barriers.

Organization

Overview. Organizational development and renewal are based on reflective processes. The opportunity to have face-to-face conversations about organizational aspects will ensure the maintenance of a healthy organization that keeps a focus on continuous growth and improvement. As a result of today's sessions the OEYP [Ohio Entry Year program] will become a stronger organization that promotes a high quality structure to support heighten resource development processes. To strengthen OEYP this group offers comments on these aspects:

Strengths:

- University collaboration on the project.
- Portfolio (3 year format based on ISLLC [Interstate School Leaders Licensure Consortium] standards)
- Mentor and mentee relationships building (while this was good there is need for more time at the outset)
- Location of central and cluster meetings reflected considerations for traveling.

- Individual responsibility for leading discussions. Centered on case studies, etc.
- Use of creative approaches to exchange information-such as today's activity [of roundtable discussions]

Areas for refinement:

- Goals and purposes need to be clear (summer meetings).
- Mentor training (A1 [Facilitating the Vision of Learning within the School Community] and A2 [Sustaining a Culture Conducive to Student Learning] as parts of the portfolio)
- More time should be allotted to work on the portfolio (provide samples)
- Mentors and mentees should be given the same information
- Coordinating committee should provide suggested topics that cluster would consider for discussions sessions
- The sharing sessions should include barriers or challenges

Recommendations

- Develop a manual (curriculum) that can be used as a reference point for mentors and mentees
- Design the portfolio format so that it reflects the ISLLC [Interstate School Leaders Licensure Consortium] standards

Technology

Technology is an important area that needs to be included in the curriculum of the principals' academy.

The current focus areas should be maintained and expanded based on feedback and suggestions for improvement, since there are obvious gaps in the skills and knowledge in this area. Principals need to have strong skills and knowledge in the area of technology to be an effective and efficient administrator. Technology should be reviewed and promoted as a tool for improvement.

Technology equipment/software should not be viewed as an incentive but as an important tool for effectiveness. The future focus should be on expanding knowledge and skills in the technology area.

Recommendations:

- Make it user friendly.
- Include activities and information that make technology a value added tool (providing a website with resources, links, agenda, minutes, etc.).
- Communication and networking are important aspects for the academy training and can be enhanced through the use of chat rooms, posting questions, and information.
- Technology training is on going and must be received in that light. It must be on going and growth oriented toward higher skills, oriented toward raising the bar for all.
- Sharing and collaboration needs to be built into the training where principals can mentor each other and share strategies for using technology to enhance job performance.
- Make the website on important component by funding it and making a commitment to keep the site user friendly, current, and a value-added resource.
- Technology tools should continue to be provided as part of the academy program. These tools should not be optional but an important part of the training process.
- The technology tools should be expanded to include palm pilots, scanners, CD burners, software, etc. to address the different levels of expertise.
- Training needs to be built into the program and conducted in an appropriate learning environment.
- Follow up and supports system needs to be put in place.
- Efforts need to be taken to create and format discs to provide consistence and a common focus
- Training should be designed based on the level of participants' sophistication.

- Information technology representatives from school districts should be involved and included in the training.

Student achievement and school improvement

Student achievement and school improvement needs to be emphasized as the essential focus of this entire program. In order to realize the goal of student achievement and school improvement, principals need to engage with teachers before initiating any change for school improvement. The appropriate collection and analysis of data is essential to increased student achievement.

Recommendations:

- Cluster group discussions need to focus on student achievement and school improvement through the use of a common theme, using research and journal articles to inform these discussions. They need to be well organized, have a student achievement focus, and allow for in-depth discussion and sharing. Hosting meetings at participants' home schools can enable the cluster groups to share and describe their practices.
- Mentors and mentees need to be on the same administrative level and be in close proximity for ease of accessibility.

Miscellaneous

We iterate the importance of networking among professionals. Participants have found interaction with other administrators within and outside of their districts valuable. The cross demographic clustering of participants provided multiple opportunities to learn from and with others who offered alternative perspectives about school leadership.

We recommend continuation of networking around issues of concern, possibly using the program as a forum for political advocacy. We also recommend finding ways to increase interconnectedness among all clusters, possibly through directories and newsletters.

The program must focus on the professional growth of principals linked to student achievement and be reflective in nature. Curriculum must be purposeful, beneficial to both mentee and mentors. Further attention to the identification of personal leadership beliefs is necessary for the development of

leadership vision. Participants should share responsibility for the group's learning through multiple activities such as reading, journaling, and reflective dialogue.

Interpretation of Evaluation Findings

Four general questions guided this evaluation. The following paragraphs summarize and interpret the key information provided by the respondents and the program documentation.

What are the views of the Coordinating Committee, the mentors, and the mentees about what works in the program?

First and foremost, the consensus opinion that has been expressed in all feedback across the board is that the EYP works and has value. All major aspects of this pilot program as conducted were considered to work to an acceptable level although there are suggestions for improvement for nearly everything. Of course, this is what was asked for, so it should not be a surprise nor, by itself, an indication of dissatisfaction.

Across the board, the relationship aspect of the EYP in the mentor-mentee relationship and the small groups of mentor and mentees (also called clusters) received positive comments and consideration as a strength, if not the strength, of the program. While there are a number of suggestions about how to improve the mentoring aspect of the program, there were no comments suggesting that mentoring should be dropped from the program. The cluster groups also received much positive comment. Indeed, the summary report from the April 26, 2001 meeting called them "the engine that drives the entire program." The very limited criticism presented about them, which was not endorsed by the full group, was about the agenda and the timing more than about the concept of having small groups of mentors and mentees meet on some regular basis with the assistance of a facilitator.

Other meetings, regional and state, and the Northeast Ohio Principals Academy's organization of the program, with particular praise for the inter-institutional cooperation gained positive reviews. Even the use of technology and the portfolio, the delivery/development of which received the most noticeable criticism and suggestions for improvement, were not a target for removal from the program.

What are the views of the Coordinating Committee, the mentors, and the mentees about what should be dropped from the program?

While a limited number of individuals made comments suggesting that one or another aspect of the EYP be dropped, there was not a consensus or a majority supportive of such action for any major program component. Indeed, the most common response to questions about what should be dropped was to leave it blank or mark it as not applicable. The closest anything came to receiving consensus was that the meeting space for the regional meetings at the Cuyahoga County Educational Service Center was too crowded. The central location was appreciated, but the space was perceived as not satisfactory.

What are the views of the Coordinating Committee, the mentors, and the mentees about what could or should be changed to improve the program?

As might be expected since the participants were explicitly asked for suggestions for improvement of the program, there were many suggestions. The text of the opinion of the Northeast Ohio participants is reproduced above. For purposes of this report, the evaluators will briefly present the recommendations that have support for implementation in any successor program and in roughly the order of importance to the participants as determined by the evaluators.

- The evaluation process and rubrics for the portfolio should be made clear at the beginning of the program.
- The portfolio creation process should be at least a 2-year process and possibly 3 with the first year devoted mainly to relationship building and getting to know the new administrative role, building, and community. Possibly sections A1 [Facilitating the Vision of Learning within the School Community] and A2 [Sustaining a Culture Conducive to Student Learning] of the current portfolio could be introduced in year 1.
- Mentors should receive training both in the role of mentor and in the development of portfolios.

- The process of pairing mentors and mentees should take into strong consideration geographic proximity and similarity of professional environments—grade levels, community socio-economic status, and other relevant demographic factors.
- The training in the use of technology should be significantly better than that provided in the course of this program. (Note that for all the troubles experienced by a number of the program participants, the use of technology for communication and potentially for school improvement was held as valuable and not to be removed from the program.)
- Superintendents need to be well informed of the program and supportive of the mentors' and mentees' participation in the program on school time.
- The portfolio topics should relate more directly to the daily activities of the building principal and also allow for some flexibility on the part of the new administrator as to what gets addressed and when.
- Cluster group discussions need to focus on student achievement and school improvement.

Within the Coordinating Committee there was note taken of three topics that seemed not to have much notice in the operation of the program and the evaluative comments as obtained and summarized for this report. They deserve particular mention as opinions strongly felt by more than one or two members of the Coordinating Committee and accepted by most of that group. While the first is listed at the end of the above list, there were very strong feelings expressed by several Coordinating Committee members that the topic of student achievement and school improvement was not as deeply and directly dealt with as today's environment requires.

The second topic was mentioned in the Miscellaneous section above. This program should have and deliver a curriculum that is purposefully focused on the professional development of both mentors and mentees and linked to student achievement. There were some strongly held beliefs by a minority of the Coordinating Committee that the original curriculum for the program was not delivered as fully as

intended and that successor programs should move closer to the professional development goals included in the original curriculum.

Finally, a minority of the participants at the April 26, 2001 meeting, expressed the opinion that the group consensus statements should include a recommendation that the standards/rubrics for evaluating the portfolios be based on some nationally recognized and accepted standards such as the ILSSC standards rather than purely on any happenstance of elements and quality indicators decided upon by the company contracted to perform the evaluations.

CONCLUSIONS AND RECOMMENDATIONS

General Comments

Last year, in the evaluation of the first year of the program, the evaluators made comments about three aspects of this program that stand out as effective and exemplary. These comments are no less true at the end of the second year and bear repeating:

1. The planning was orchestrated by a coalition of diverse participants. This allowed the Coordinating Committee to win early buy-in from major players in education: EYAs, academics and universities, superintendents and school districts.
2. The creation of facilitator positions in the program provided a useful middle management function to keep the program on task. These facilitators provided excellent resources for both mentors and EYAs and a feedback loop to the Coordinating Committee.
3. The development of both general and local meetings and good attendance at these meetings appeared to be a crucial element in the success of this program. In the future, more refinement of this already effective component may prove even more helpful to the Entry Year Program.

If one is considering the implementation of a successor entry year program, the evaluators suggest that it would be beneficial to consider the conclusions from the 2000 evaluation report on this program. They are included in Appendix G of this report.

However, the greatest weight ought to be given to the statements given above in the section titled Evaluation Results—Summary of Evaluation Findings. These are the considered opinions of the participants in the Northeast Ohio Principals Academy Pilot Entry Year Program, planners, facilitators, mentors, and mentees. They were adopted with unanimous consent of the group except for one statement and that statement had only one person voice opposition to its adoption as written.

APPENDIX A

Ohio Administrative Codes
3301-24-02
3301-24-04

3301-24-02 Performance based licensure. Text of Rule

In order to complete the entry year program as described in rule 3301-24-04 of the Administrative Code, a beginning teacher must be able to demonstrate success in the classroom. Since the most important measurement of a teacher's success is student success, the evaluator must consider each of the following ten areas in the light of student success.

(A) Subject matter

The teacher has a thorough understanding and knowledge of subject matter and uses such knowledge to create effective learning experiences for students.

(B) Student learning

The teacher understands how students learn and develop, and creates opportunities for each student's academic development.

(C) Diversity of learners

The teacher understands differences in how students learn and provides instruction to accommodate such diversity.

(D) Planning instruction

The teacher plans instruction based on knowledge of subject matter, of students, and of curriculum goals and models.

(E) Instructional strategies

The teacher uses a variety of instructional strategies that encourage each student to develop critical-thinking and problem-solving skills.

(F) Learning environment

The teacher creates a learning environment that encourages active, engaged learning; positive interaction; and self-motivation for all students.

(G) Communication

The teacher effectively communicates in the classroom by using a variety of communication skills, including verbal and nonverbal techniques, technology, and media.

(H) Assessment

The teacher effectively uses formal and informal assessment strategies to evaluate student progress.

(I) Professional development

The teacher analyzes past experience and pursues professional development opportunities to improve future performance.

(J) Student support

The teacher works with parents/family members, school colleagues, and community members to support student learning and development.

History

HISTORY: Eff 1-1-98 Rule promulgated under: RC 119. Rule authorized by: RC 3319.22(S.B. 230) Rule amplifies: RC 3319.22(S.B. 230)

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3301-24-04 Entry year. Text of Rule

(A) Entry year program

(1) The entry year program shall be successfully completed prior to issuance of a professional license to a teacher or principal. Completion of the entry year as an assistant principal meets the entry year program requirements for the principal license.

(2) The entry year program shall include both a formal program of support, including mentoring to foster professional growth of the individual, and assessment of the performance of the beginning teacher or principal.

(3) A candidate for the entry year program shall hold a provisional license issued pursuant to paragraph (A) of rule 3301-24-05 of the Administrative Code for a teacher; or paragraph (B) of rule 3301-24-05 of the Administrative Code for a principal.

(4) The entry year program shall be one academic year in length which shall include a minimum of one hundred twenty school days. In those instances when the teacher or principal is employed after the beginning of the school year, the entry year program shall be a minimum of one hundred twenty school days. Teachers or principals may attempt to complete the entry year program requirements no more than two times under the provisional license. Failure to complete the entry year requirements successfully after the second attempt will result in loss of the provisional license until such time as the candidate completes additional coursework, supervised field experiences, and/or clinical experiences as designated by a college or university approved for educator preparation, and is recommended by such college or university.

(5) The entry year program shall be developed by school personnel, a majority of whom shall be practicing classroom teachers, following guidelines established by the state department of education. School districts, chartered nonpublic schools, or consortiums of schools desiring to participate in the entry year program shall engage in collaboration with colleges or universities preparing teachers. The entry year does not replace employment evaluation. Entry year assessment is exclusively used for licensure determination.

(6) Districts and chartered nonpublic schools shall provide entry year teachers or principals full salary as determined by appropriate placement on the school district or school salary schedule.

(B) Entry year assessment

(1) An assessment of skills and abilities appropriate to the field of licensure shall be used to assess the entry year teacher or principal.

(2) Assessment of the skills and abilities of the entry year teacher or principal shall be prescribed with the involvement of the profession, shall be administered under the authority of the state board of education, and shall:

(a) Encompass the performance-based licensure requirements specified in rule 3301-24-02 of the Administrative Code for beginning teachers, with appropriate modifications for principals; and

(b) Be conducted throughout the entry year period.

(C) Upon successful completion of the entry year program and assessment, the individual shall be deemed to have met the requirements for professional licensure.

History

HISTORY: Eff 1-1-98 Rule promulgated under: RC 119. Rule authorized by: RC 3319.22(S.B. 230) Rule amplifies: RC 3319.22(S.B. 230)

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APPENDIX B

The Evaluation Plan

The Proposed Plan

The purpose of this evaluation is to determine the workability of the program as a whole and to develop recommendations concerning the organization, components, and procedures of an entry year program for new building administrators.

The four focusing questions for this evaluation are

- What are the views of the Coordinating Committee, the mentors, and the mentees about what works in the program? , and what should be incorporated in successor programs?
- What are the views of the Coordinating Committee, the mentors, and the mentees about what should be dropped from the program?
- What are the views of the Coordinating Committee, the mentors, and the mentees about what could or should be changed to improve the program?
- What are the views of the Coordinating Committee, the mentors, and the mentees about what should be incorporated in successor programs?

The major aspects selected for evaluation were

- Introductory Informational Work and Meetings.
- The Mentor-Mentee Relationship
- Technology
- Portfolio
- Training
- Personal and Interpersonal aspects of the Program
- Organization including time and expectations
- Other aspects, not covered in the above categories

Information useful in fulfilling the purposes of this evaluation included

- The evaluation report from the first year.
- The evaluation report on the December 13, 2000 meeting.
- The responses of the program participants to a survey based on the aspects listed above.
- The responses of the program participants to a follow-up survey in which the first survey's coded and sorted responses were shared and reaction was sought.
- The summation of the coded responses to the surveys as prepared by the evaluators.
- The table notes from the April 26, 2001 meeting.
- The table/topical summaries prepared at the April 26, 2001 meeting and approved by those present as accurate representations of the opinion of the participants in the Northeast Ohio Principals Academy Pilot Entry Year Program.

Two evaluators, one internal to the development of this program and one external, have interpreted the data individually and then combined their interpretations into a final analysis. This was to control for bias and maximize the quality of the interpretations and ensure that the evaluation process was open to unexpected data and/or results.

The evaluation is to report both the strengths and the weaknesses of the program components and the program as a whole. Supporting rationale is to be provided with each conclusion. Similarly, any recommendations made are to be presented along with supporting rationale. A draft of the evaluation report will be shared with the Coordinating Committee for their reflection and reaction prior to the report being finalized. This is to ensure that the report provides information/feedback in the areas desired by the Committee and to avoid including obvious errors in fact from being included in the final report.

A major limiting factor is that this report is focused on providing recommendations for the establishment of entry year programs statewide. It does not seek to provide evaluative information about the second year of the pilot program, but rather to develop and present ideas related to the setup and operation of similar programs in the State.

A second limitation is that the evaluation plan started in one direction and then was shifted through mutual agreement of the Coordinating Committee, the program coordinators, and the evaluators. This refocusing of the evaluation came after the December 13, 2001 meeting, the first of two planned regional meetings. Consequently, the time available for participants to consider and reconsider each others written opinions limited such considerations to two cycles, one via written survey and one in person at the second regional meeting.

A third limitation is that the portfolios will not be completed before this evaluation is completed. Work on the portfolios was begun and continues at present. However, the timeline for submission of the portfolio is later than the time-by-which recommendations can influence the next generation of entry year programs. Consequently, evaluations based on or related to the quality of the portfolio will not be made. This does not exclude consideration of the activities related to beginning the portfolio construction process.

Throughout the evaluation process and in the final report confidentiality will be maintained.

To carry out this program, Louis Trenta and Duane Covrig will manage the evaluation in accordance with the requirements of the fiscal agent for the Entry Year program. A preliminary draft report is to be provided in May 2001. The Coordinating Committee will review this draft. After the May meeting of the Coordinating Committee the evaluators will prepare the final report prior to the June 2001 State meeting.

Actions Taken and Data Gathering Instruments Used

- The Ohio Department of Education's request for a proposal to establish a pilot entry year program in Northeast Ohio was reviewed.
- The Northeast Ohio Principals Academy Entry Year Proposal was reviewed.
- Minutes of the meetings of the Coordinating Committee were reviewed.
- The Evaluation Report Northeast Ohio Principals Academy Pilot Entry Year Program (2000) was reviewed.
- The evaluation report for the December 13, 2000 regional meeting was reviewed and is reproduced in Appendix C along with the means, standard deviation, and frequencies for each of the questions in the feedback sheet.
- The responses to the initial survey on the aspects listed above were reviewed by both evaluators, coded by one evaluator, and summarized by the other. The survey instrument is reproduced in Appendix D and the summation of the first round responses together with the second round

responses is reproduced in Appendix E. The document reproduced in Appendix E is the document distributed to all participants at the April 26, 2001 meeting and subsequently to those not able to be present at the meeting.

- The summary statements approved by the participants of the April 26, 2001 regional meeting were reviewed by the evaluators and are reproduced in the body of the evaluation.
- Each of the evaluators reviewed the information gathered to date and reflected on it developing a set of ideas related to the data's analysis, evaluative conclusions supported by the data, and recommendations related to the program. The internal evaluator prepared a written draft that was then given to the external evaluator for criticism, challenges, and added elements of analysis, conclusion drawing, and recommendations. The two evaluators then sought to arrive at a consensus statement of the analysis of the data, conclusions supported by the data, and recommendations for improvement of the program.
- The draft prepared by the evaluators will be submitted to the Coordinating Committee for review and correction of errors of fact. This draft will contain the strengths and weaknesses as determined by the participants and the evaluators.

Appendix C

Evaluation of December 13, 2000 Meeting

Report of December 13 2000 Meeting 27

Individual Question Responses:
Mean, Standard Deviation, and Frequency of Reponses 28

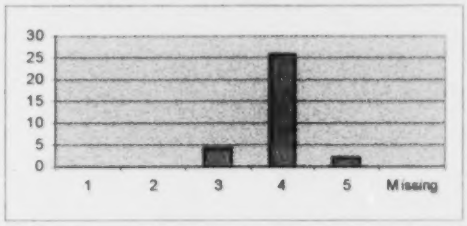
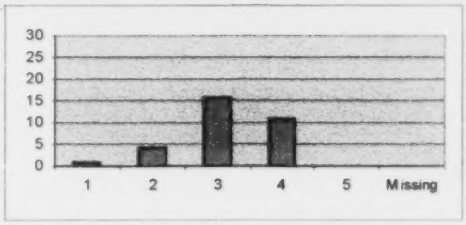
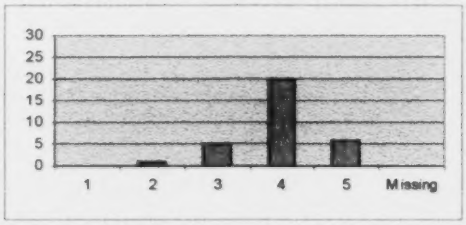
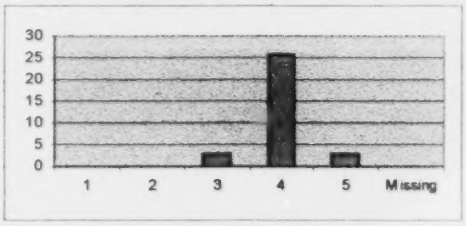
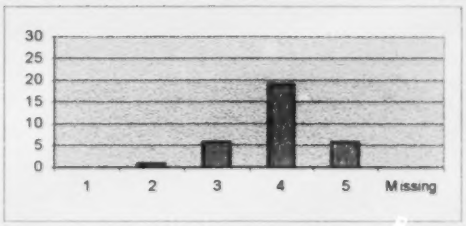
NE Ohio Principals' Academy

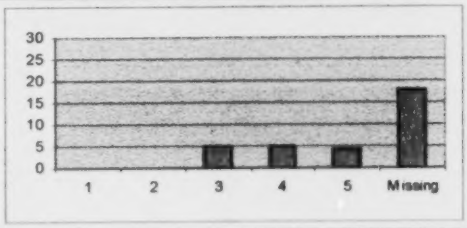
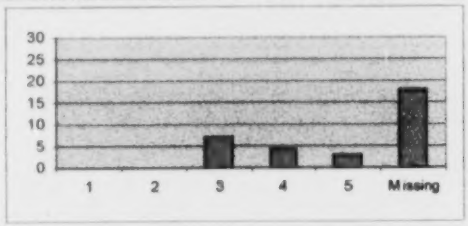
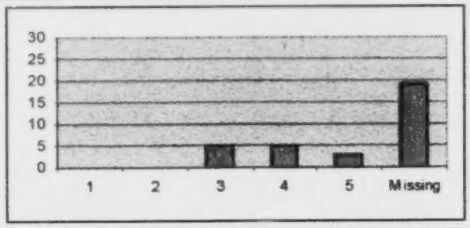
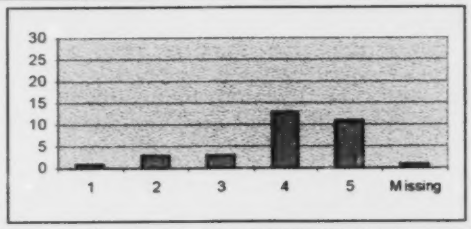
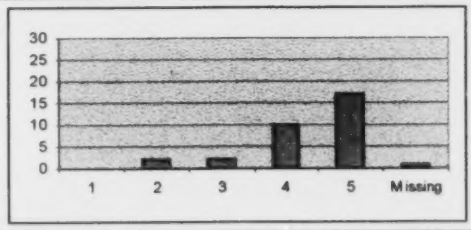
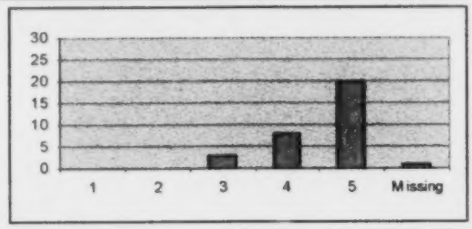
Entry Year Program

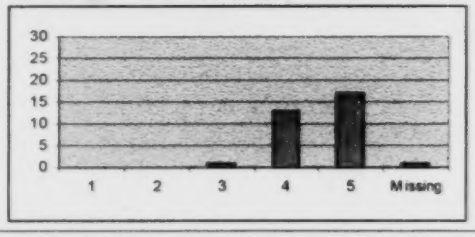
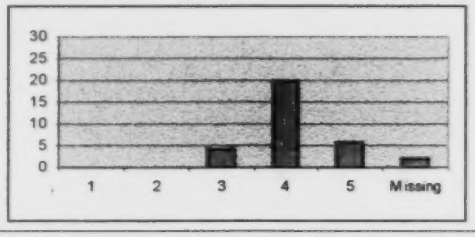
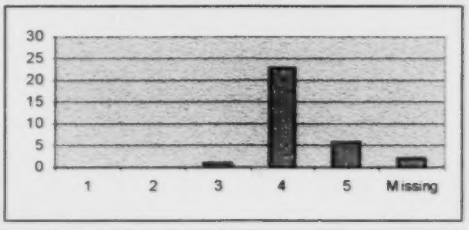
Report of December 13, 2000 Meeting

1. Overall the evaluations of the meeting were positive with few negative comments and very few low ratings.
2. In considering the ratings for questions 1-14, questions 1-8 dealt with objectives for the day's meeting and questions 9-14 dealt with the operation of the meeting.
3. Concerning the objectives of the day
   a. The objectives receiving the highest positive ratings were
      i. To take stock of where my cluster is vis-à-vis the desired outcomes of the program.
      ii. To develop my ability to carry out my role (mentor, mentee, facilitator).
      iii. To develop my cluster's plans for the remainder of the program.
   b. The objectives receiving the lowest, yet positive, ratings were
      i. To better understand aspects of the evaluation of administrator portfolios
      ii. To increase my ability to access the OPANEOEYP web site.
      iii. To increase my ability to use the OPANEOEYP web site.
4. Concerning the operation of the meeting
   a. The topics receiving the highest ratings were
      i. Most participants expressed themselves openly and honestly
      ii. The day's agenda was followed and the sessions ended on time
   b. The topics receiving the lowest ratings were
      i. I understood the purpose of the session from the start.
      ii. My participation contributed to the outcomes achieved.
5. The request for the best part of the meeting had most comments centered on the cluster meetings and the role-alike session. In both cases a common theme was sharing ideas.
6. The request for how to improve the session had ten comments. Three focused on the portfolios—more examples and more time on the topic. Two questioned the need for computer training session.
7. In final comments there were several comments supportive of the program and expressing its perceived value.
8. The technology-training piece that was so strongly requested in the first year was notable in that over half the respondents did not respond to questions dealing with the notebook computers and use of the Internet. Those who did respond all gave the sessions a 3 or better rating. There were no comments requesting more computer training.
9. Five of the six average ratings to the questions related to operation of the meeting were higher than all the average ratings for the achievement of the objectives of the meeting. The sixth average rating about meeting operations had only one objective rated higher than it. Overall then, it appears the meetings are seen as operating very well as we grapple with the achievement of the program objectives.

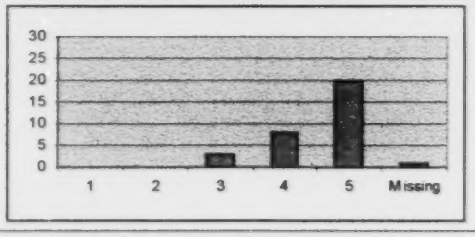
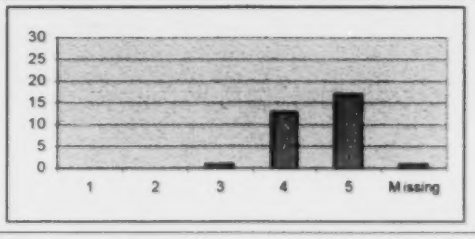
NORTHEAST OHIO PRINCIPALS ACADEMY
ENTRY YEAR PROGRAM
WEDNESDAY, DECEMBER 13, 2000
Evaluation Results
Numerical Order

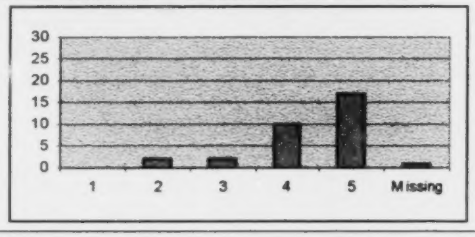
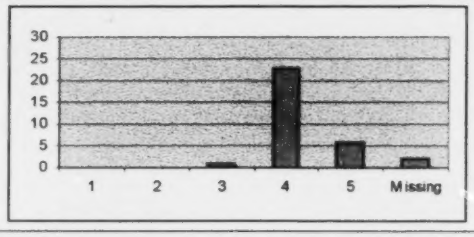
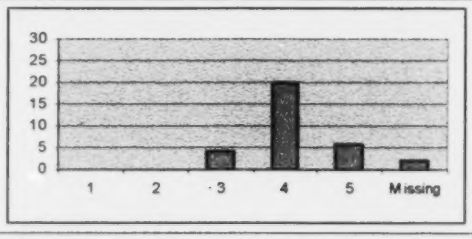
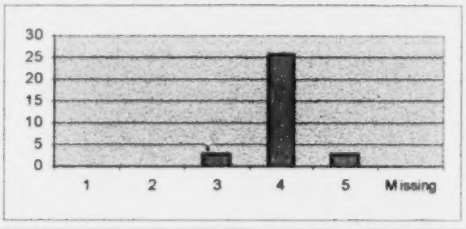
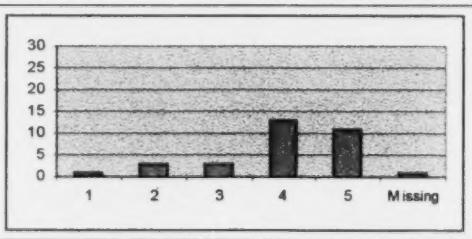
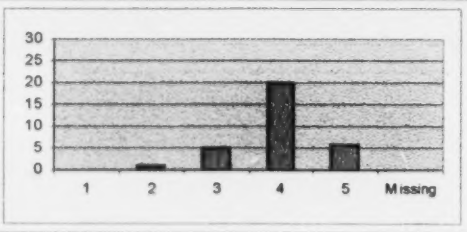
Mean	SD	Statement	Frequency of Responses Frequency 0 to 30 Responses 1 to 5 (High) and Missing
3.922	.442	1. To better understand the mechanics of administrator portfolio development.	
3.156	.767	2. To better understand aspects of the evaluation of administrator portfolios.	
3.953	.676	3. To develop my ability to carry out my role (mentor, mentee, facilitator).	
3.984	.449	4. To take stock of where my cluster is vis-à-vis the desired outcomes of the program.	
3.938	.715	5. To develop my cluster's plans for the remainder of the program.	

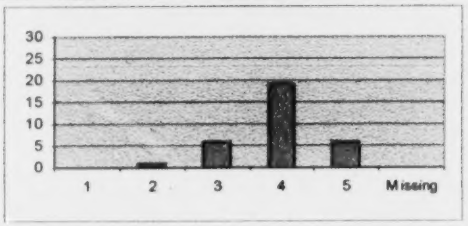
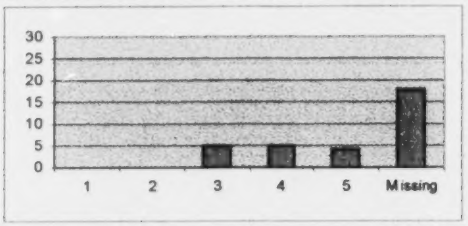
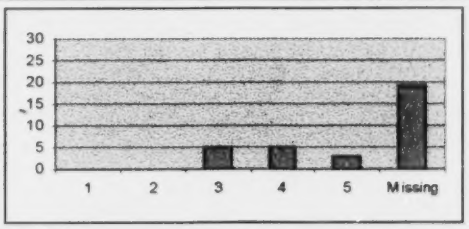
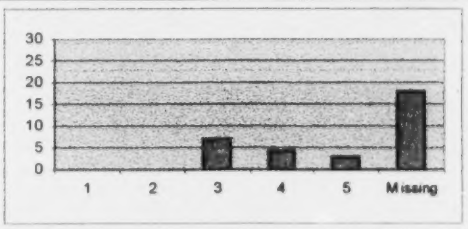
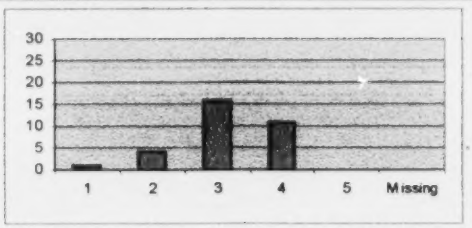
Mean	SD	Statement	Frequency of Responses Frequency 0 to 30 Responses 1 to 5 (High) and Missing
3.929	.829	6. To increase my ability to use the Prosignia 150 notebook computer.	
3.714	.825	7. To increase my ability to access the OPANEOEYP web site.	
3.846	.801	8. To increase my ability to use the OPANEOEYP web site.	
3.968	1.080	9. I understood the purposes of the session from the start.	
4.355	.877	10. Most participants listened carefully to each other.	
4.532	.670	11. Most participants expressed themselves openly and honestly.	

Mean	SD	Statement	Frequency of Responses Frequency 0 to 30 Responses 1 to 5 (High) and Missing
4.516	.530	12. The day's agenda was followed and the sessions ended on time.	
4.067	.583	13. My participation contributed to the outcomes achieved.	
4.167	.461	14. Overall, the session met my expectations.	

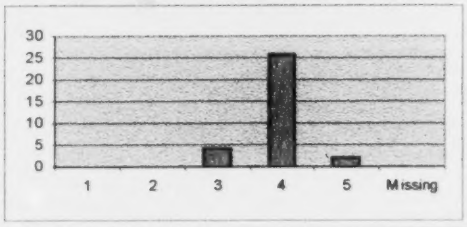
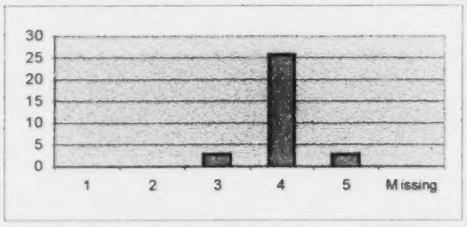
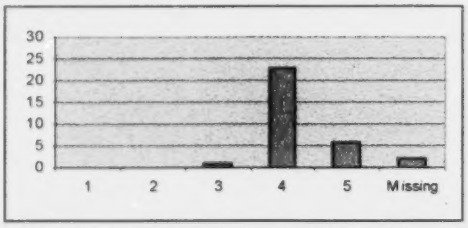
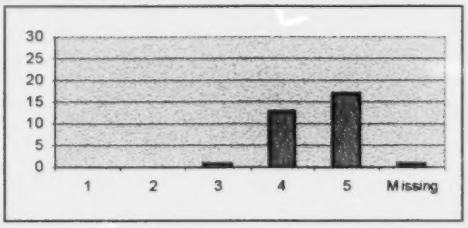
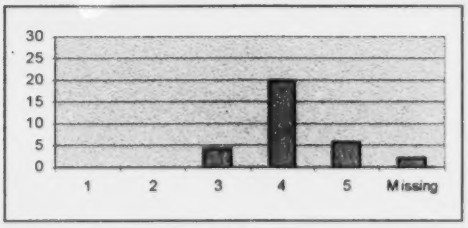
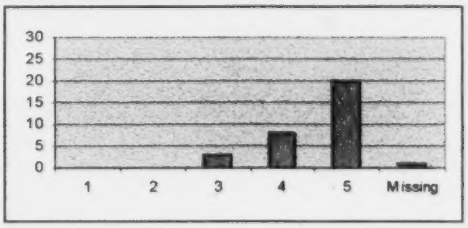
In order of Mean (Highest to lowest)

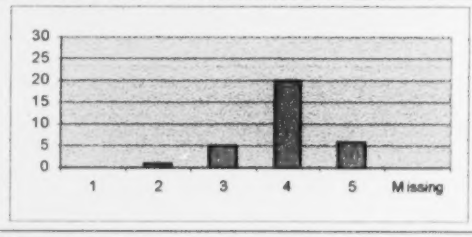
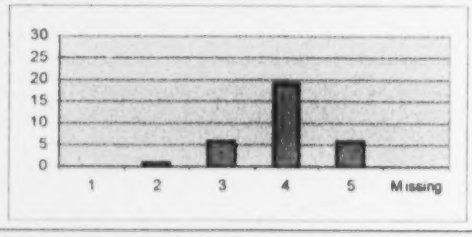
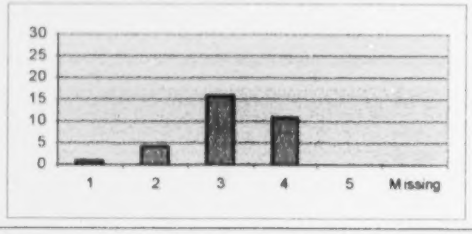
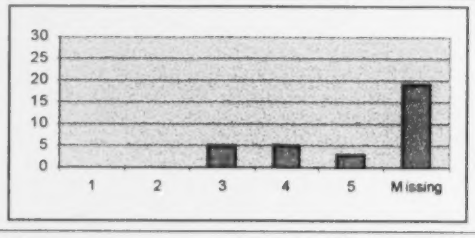
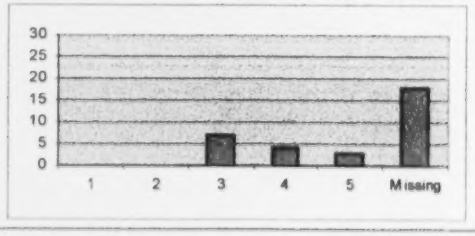
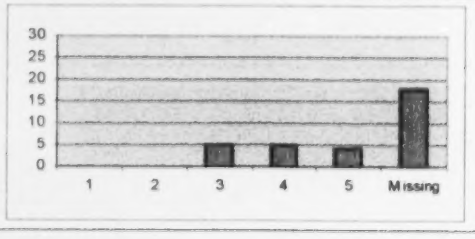
Mean	SD	Statement	Frequency of Responses Frequency 0 to 30 Responses 1 to 5 (High) and Missing
4.532	.670	11. Most participants expressed themselves openly and honestly.	
4.516	.530	12. The day's agenda was followed and the sessions ended on time.	

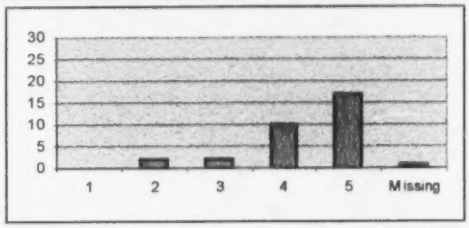
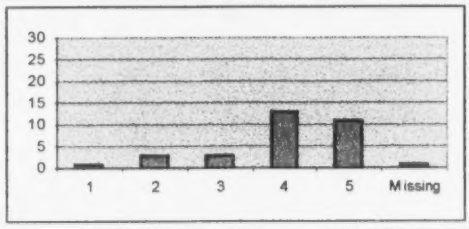
Mean	SD	Statement	Frequency of Responses Frequency 0 to 30 Responses 1 to 5 (High) and Missing
4.355	.877	10. Most participants listened carefully to each other.	
4.167	.461	14. Overall, the session met my expectations.	
4.067	.583	13. My participation contributed to the outcomes achieved.	
3.984	.449	4. To take stock of where my cluster is vis-à-vis the desired outcomes of the program.	
3.968	1.080	9. I understood the purposes of the session from the start.	
3.953	.676	3. To develop my ability to carry out my role (mentor, mentee, facilitator).	

Mean	SD	Statement	Frequency of Responses Frequency 0 to 30 Responses 1 to 5 (High) and Missing
3.938	.715	5. To develop my cluster's plans for the remainder of the program.	
3.929	.829	6. To increase my ability to use the Prosignia 150 notebook computer.	
3.922	.442	1. To better understand the mechanics of administrator portfolio development.	
3.846	.801	8. To increase my ability to use the OPANEOEYP web site.	
3.714	.825	7. To increase my ability to access the OPANEOEYP web site.	
3.156	.767	2. To better understand aspects of the evaluation of administrator portfolios.	

By SD (Lowest to Highest)

Mean	SD	Statement	Frequency of Responses Frequency 0 to 30 Responses 1 to 5 (High) and Missing
3.922	.442	1. To better understand the mechanics of administrator portfolio development.	
3.984	.449	4. To take stock of where my cluster is vis-à-vis the desired outcomes of the program.	
4.167	.461	14. Overall, the session met my expectations.	
4.516	.530	12. The day's agenda was followed and the sessions ended on time.	
4.067	.583	13. My participation contributed to the outcomes achieved.	
4.532	.670	11. Most participants expressed themselves openly and honestly.	

Mean	SD	Statement	Frequency of Responses Frequency 0 to 30 Responses 1 to 5 (High) and Missing
3.953	.676	3. To develop my ability to carry out my role (mentor, mentee, facilitator).	
3.938	.715	5. To develop my cluster's plans for the remainder of the program.	
3.156	.767	2. To better understand aspects of the evaluation of administrator portfolios.	
3.846	.801	8. To increase my ability to use the OPANEOEYP web site.	
3.714	.825	7. To increase my ability to access the OPANEOEYP web site.	
3.929	.829	6. To increase my ability to use the Prosignia 150 notebook computer.	

Mean	SD	Statement	Frequency of Responses Frequency 0 to 30 Responses 1 to 5 (High) and Missing
4.355	.877	10. Most participants listened carefully to each other.	
3.968	1.080	9. I understood the purposes of the session from the start.	

Appendix D

Survey on Aspects of the Program Distributed in February 2001

Northeast Ohio Entry Year Program Survey
Building toward Recommendations for the State

Mark the role you have in the NE Ohio Entry Year Pilot Program:

☐ Entry Year Administrator ☐ Mentor ☐ Facilitator ☐ Coordinating Committee

In each section below, please respond to the three questions and then use the intensity scale to give a sense of the intensity with which you would put your statements forward in public. If additional space is needed for your comments, please attach additional pages.

1. Introductory Informational Work and Meetings

This aspect of the program includes....

- The regional meeting at which this Entry Year Program was introduced.
- Directions provided from State concerning Entry Year Program.
- Local explanations of the purposes of the Entry Year Program.
- Local explanations of the operational procedures of the Entry Year Program.

1A What elements of this aspect of the program are strengths that ought to be continued as is? Based on what facts or experiences?	Intensity
	Noisily-Actively Quietly-Passively

1B What elements of this aspect of the program should not be continued? Based on what facts or experiences?	Intensity
	Noisily-Actively Quietly-Passively

1C Beyond dropping an element of this aspect as noted above, what could be done to strengthen this aspect of the program? Why do you think that would strengthen this aspect?	Intensity
	Noisily-Actively Quietly-Passively

2. The Mentor-Mentee Relationship

- Pairing up Entry Year Administrators with Mentors
- The relationship generated or deepened between entry year mentees and their mentors.
- Network of professional contacts in administration
- Tapping into networks of experienced administrators and educators

2A What elements of this aspect of the program are strengths that ought to be continued as is? Based on what facts or experiences?.	Intensity
	Noisily-Actively Quietly-Passively

2B What elements of this aspect of the program should not be continued? Based on what facts or experiences?	Intensity
	Noisily-Actively Quietly-Passively

2C Beyond dropping an element of this aspect as noted above, what could be done to strengthen this aspect of the program? Why do you think that would strengthen this aspect?	Intensity
	Noisily-Actively Quietly-Passively

3 Technology

- Provision of notebook computers
- Provision of training in the use of notebook computers
- Provision of training in use of Internet for communications within the Entry Year Program
- Provision of regional website containing information for the region's Entry Year Program
- Provision of regional website for communication options for the region's Entry Year Program

3A What elements of this aspect of the program are strengths that ought to be continued as is? Based on what facts or experiences?	Intensity
	Noisily-Actively Quietly-Passively

3B What elements of this aspect of the program should not be continued? Based on what facts or experiences?	Intensity
	Noisily-Actively Quietly-Passively

3C Beyond dropping an element of this aspect as noted above, what could be done to strengthen this aspect of the program? Why do you think that would strengthen this aspect?	Intensity
	Noisily-Actively Quietly-Passively

4. Portfolio

- Introduction of the portfolio
- Provision and explanation of procedures for doing a portfolio
- Provision and explanation of the portfolio evaluation procedures
- Provision and explanation of the portfolio evaluation rubrics
- Explanation of operational procedures of the Entry Year Program
- Duration of the Entry Year Program from introductory meeting to projected portfolio completion

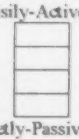
4A What elements of this aspect of the program are strengths that ought to be continued as is? Based on what facts or experiences?	Intensity
	Noisily-Actively Quietly-Passively

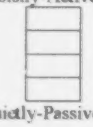
4B What elements of this aspect of the program should not be continued? Based on what facts or experiences?	Intensity
	Noisily-Actively Quietly-Passively

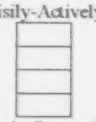
4C Beyond dropping an element of this aspect as noted above, what could be done to strengthen this aspect of the program? Why do you think that would strengthen this aspect?	Intensity
	Noisily-Actively Quietly-Passively

5. Training

- Personality traits training
- Responsiveness of the Coordinating Committee in providing regional training to address needs identified by the small groups
- Provision of money toward personal, professional development

5A What elements of this aspect of the program are strengths that ought to be continued as is? Based on what facts or experiences?	Intensity
	Noisily-Actively  Quietly-Passively

5B What elements of this aspect of the program should not be continued? Based on what facts or experiences?	Intensity
	Noisily-Actively  Quietly-Passively

5C Beyond dropping an element of this aspect as noted above, what could be done to strengthen this aspect of the program? Why do you think that would strengthen this aspect?	Intensity
	Noisily-Actively  Quietly-Passively

6. Personal and Interpersonal aspects of the Program

- Establishing a network of professional contacts in administration
- Tapping into a network of experienced administrators and educators
- Creating connections with administrators outside the local district, region, or state
- Personal development
- Professional development
- Relationship of Entry Year Program to school improvement
- Duration of Entry Year Program from introductory meeting to portfolio completion

6A What elements of this aspect of the program are strengths that ought to be continued as is? Based on what facts or experiences?	Intensity
	Noisily-Actively Quietly-Passively

6B What elements of this aspect of the program should not be continued? Based on what facts or experiences?	Intensity
	Noisily-Actively Quietly-Passively

6C Beyond dropping an element of this aspect as noted above, what could be done to strengthen this aspect of the program? Why do you think that would strengthen this aspect?	Intensity
	Noisily-Actively Quietly-Passively

7. Organization including time and expectations

- Pairing up Entry Year Administrator with a Mentor—Mentor/Mentee choice or lack of choice
- Small group
- Small group facilitator
- Small group meetings
- Regional group
- Regional group coordinating committee
- Regional group directors
- Regional meetings
- State level meetings
- Location of cluster meetings
- Location of regional meetings
- Timing/frequency of cluster meetings
- Timing/frequency of regional meetings
- Timing/frequency of Coordinating Committee meetings
- Timing/frequency of State meetings
- Evaluation of Entry Year Program while it is underway—after meetings and after the first year
- This current evaluation process
- Duration of Entry Year Program from introductory meeting to portfolio completion
- Provision of money toward personal, professional development
- Role of Entry Year Administrator's superintendent in the Entry Year Program
- Connection/separation of Entry Year Portfolio and district's administrative appraisal process/program

7A What elements of this aspect of the program are strengths that ought to be continued as is? Based on what facts or experiences?	Intensity
	Noisily-Actively Quietly-Passively

7B What elements of this aspect of the program should not be continued? Based on what facts or experiences?	Intensity
	Noisily-Actively Quietly-Passively

7C Beyond dropping an element of this aspect as noted above, what could be done to strengthen this aspect of the program? Why do you think that would strengthen this aspect?	Intensity
	Noisily-Actively Quietly-Passively

8. Other aspects, not covered in the above categories.

8A What other elements of the program (not covered in the first 7 sections) are strengths that ought to be continued as is? Based on what facts or experiences?	Intensity
	Noisily-Actively Quietly-Passively

8B What other elements of the program (not covered in the first 7 sections) should not be continued? Based on what facts or experiences?	Intensity
	Noisily-Actively Quietly-Passively

8C Beyond dropping an element of this aspect as noted above (8A), what could be done to strengthen this aspect of the program? Why do you think that would strengthen this aspect?	Intensity
	Noisily-Actively Quietly-Passively

Last words or parting comments?

Appendix E

Summation of Evaluative Responses to the February 2001 Survey

A Note

In the tables used in this summary certain data is coded. In the center column the letters C, M, and E stand for Coordinating Committee member (C), Mentor (M), and Entry Year Administrator (E). The numbers in the cell under the C, M, and E should be read as individual digits. Each digit represents one person (C, M, or E) who made a comment on this aspect and the number represents the strength of the persons feelings about his/her statement with 4 being high and 1 being low. In a few instances the respondent did not indicate the strength of his/her feelings about the statement given. In those instances, a simple slash (/) is used to indicate what category of person gave the statement.

The third column has statements that characterize the general meaning of some of the comments given. The number in parentheses after the statement is the number of people whose made statements comparable to the one given. Ordinarily at least two people had to make a common comment for it to be included in this chart; single statements were not normally recorded in this summary. The few that were included seemed to represent attitudes supported in other venues and were considered of some importance by the evaluators. These can be identified as those that do not have any parentheses or number following the statement.

Northeast Ohio Entry Year Principals Academy
April 26, 2001

Summation of Evaluative Comments

Mentoring

There were 158 entries coded into this topical area from the comments generated by 41 of the program participants in the first solicitation of evaluative comments.

General Comments (these were not able to be coded into one aspect):

- In response to *keep in the program*—1 comment; keep all
- In response to *drop from program*—8 comments; all indicative that nothing should be dropped.
- In response to *change in the program*—3 comments; 2 change nothing and 1 get more highly qualified facilitators.

MF—Facilitator role in mentor-mentee relationship

8 negative comments	C: 444 / M: 331 / E: //	• Facilitators better informed/trained in program (4) • Be more involved in mentor-mentee relationship (2) • Have more facilitators
8 positive comments	C: 443 / M: 4333 / E: 4	• Facilitators a strength (6) • Friendliness and approachability of the facilitators

MN—Network Issues Related to Mentor-Mentee Relationships

1 negative comment	C: / M: / / E:	• Need administrator with a network to rely on
2 positive comments	C: / M: / E: 4/	• Networking worked (2)

MR—Mentor-Mentee Relationship

5 negative comments	C: ~~44~~ / M: ~~443~~ / E: ~~44~~	• Need time (2) • Need structure (2) • Need focus on relationship, not portfolio
34 positive comments	C: ~~44444~~ 44333/ / M: ~~44443~~ 11/ / E: ~~44444~~ ~~44444~~ 44333 3.5	• This is a strength (21) • Relationship a plus (6) • Networking a plus (5) • Mentors gain, too

MS—Mentor-Mentee Pairing—Assignment, Selection, and Fit

28 negative comments	C: 44443 1 / M: ~~44433~~ 32, 2.5 / E: ~~44444~~ 33321 3.5	• Pair on a proximity basis (11) • Do better pairing (10) • Pair on common interest, background, training (5) • Get willing and able mentors (3) • Pair people who know each other (3)
16 positive comments	C: 4432 / M: ~~44443~~ / E: ~~4443~~ 2.5	• Liked pairing and pairing process (12) • Relationship of mentor-mentee (4) • Choice in pairing good (3)

MT—Mentor Training—development and Guidance in Mentor Roles and Processes

28 negative comments	C: 44443 23/ / M: ~~44444~~ 432/ / E: 44333 332	• Provide training (17) • Better define expectations of the role (8) • [A number of comments included both of the above ideas.]
0 positive comments		

MTP—Training in Personality Traits

3 negative comments	C / M 31 E	• Translate from traits to skill strengths and needs (2)
13 positive comments	C 432/ M 3332 E 44333	• Personality traits training a plus (10)

Round Two Results: There were 34 returns from the second solicitation. Of these 15 said or gave "No additional comment." Comments were given by 19 people although not all responded to all areas.

Very comprehensive
Concept excellent.
This is critical to the development of a new principal. Mentors need to be in close proximity to their mentees
Proximity would have been a positive factor to support mentor-mentee relationship. My mentor was ½ hour to 45 minutes away. Very difficult to communicate!
We started off well but I have not sought advice for quite some time. I received little feedback. Perhaps better to pair, principal/asst. At least from same county. Better understanding of regional support.
My situation was ideal, since the person I was mentoring was my own assistant principal. We collaborate daily and the information, discussion, and portfolio questions fit perfectly into our working discussions.
Important component. We may want to look at some ways to match up people. The need I feel we need to address is training for the mentors. We need to provide directions, suggestions for success.
*Matching of mentors and protégés is critical to future success. *A more careful development of the "regions"—possibly more cluster facilitators. *Smaller clusters are more effective—greater personal interaction.
While mentoring is a strong concept in theory, we need to work on the practice—How do we make pairings, how do we prepare (train) mentors.
Training mentors is a key component. Build on existing education and experience.
Quite difficult when the entry year administration did not wish to participate
Critical considerations: close proximity of mentor/mentees; same or neighboring districts. Match common levels—elementary, middle school, high school. Reinforce value of asking for assistance. Focus on issues at mentee's building/district, i.e., budget, schedules, CIP, effective instruction, etc. Emphasize establishment of networks.
The process should be reflective of daily operation in terms of the administrative task areas and as they convert to the ISLLC Standards.
There should be a specified number of one-on-one meetings between the mentor and mentee in the mentoring period. Perhaps to coincide with issues or tasks associated with common tasks and events.
Unless you screen mentors, you will continue to have the same cycle of poor administrators teaching other administrators. This same problem is occurring with the Pathwise training for teachers. There is no criterion except you have to have 5 years teaching experience. Where does quality fit in?

Meetings

There were 166 entries coded into this topical area from the comments generated by 41 of the program participants in the first solicitation of evaluative comments.

General Comments (these were not able to be coded into one aspect):

- In response to *keep in the program*—1 comment; general concept
- In response to *drop from program*—3 comments; 2 said to drop nothing
- In response to *change in the program*—0 comments.

OISM—Initial Structure and Introductory Meeting

9 negative comments	C: 333 M: 43 E: 433	• Clearer goals and procedures for the meeting (8) • More team building • More administrative issues
9 positive comments	C: 44322 M: 33 E: 4	• Introductory meeting was fine/effective (8) • Keep the initial structure (8)

OM—Organization and Meetings: General Aspects of Meetings Not Assigned to Any Particular Level—Speakers, Agenda, Announcements

12 negative comments	C: 3/ M: 33333 222 E:	• More structure and direction (4) • More frequent (2) • Include Cluster meetings in Regional meetings (3) • Informational meetings need input from participants (2)
17 positive comments	C: 4433/ M: 4333 E: 44333 22/	• Keep organizational structure (8) • All meetings were beneficial (4) • Ample funds for meetings (2) • Locations good (2)

OMC—Organization and Meetings: Cluster Meetings

19 negative comments	C: 32 M: 43/ E: ~~44444~~ 4322/ ///, 2.5	• Location and smaller meeting rooms (5) • Hold at beginning and end of school year (4) • Interfere with work/being out of building (3) • Hold more frequently (3) • Provide more direction (3)
41 positive comments	C: ~~44333~~ 3322/ M: ~~44444~~ ~~44443~~ 33331 /// E: ~~44443~~ 33////	• Cluster groups is a strong component of program (28) • Cluster leaders are helpful/beneficial (11) • Networking and relationships are important aspects (7) • Location and multiple locations of meetings was beneficial (7) • Dialogue and interaction was helpful (6) • Support regional and cluster meeting combination (3) • Support frequency and timing of cluster meetings (3) • Personal development is an important aspect (2) • Professional development is an important aspect (2)

OMR—Organization and Meetings: Regional Meetings—usefulness and…

21 negative comments	C: 4332 / M: 43333 3321/ / E: 4444/ 2.5	• Need more depth (4) • Not helpful (3) • Crowded meeting site (3) • Need to be clearer and more concise (2) • 10 other unique negative statements
16 positive comments	C: 433// / M: 443 / E: 44433 32/	• Strong/worthwhile component (12) • Well coordinated (3) • Regional organization (2) • Timing and frequency of regional meetings (2)

Round Two Results: There were 34 returns from the second solicitation. Of these 15 said or gave "No additional comment." Comments were given by 19 people although not all responded to all areas.

Very directed comments
We could benefit from more meetings with an agenda that would address specific bldg issues
They have been good (large group)—focused. Small group (cluster) supportive—good to see other schools. It would be nice to spend time visiting the locations, finding out about specific programs, resources.
Cluster meetings were beneficial. Growth, professionality and personally, was attained through the interaction
*Irrelevant sessions at large-group meetings. *I suggest evening cluster meetings with dinner provided—administrators simply can't be out of school for monthly cluster meetings.
Some of the valuable aspects of the meetings were the charge for collaboration in sharing common challenges, opportunity to meet away from school, preparation and mentoring.
We had an outstanding facilitator. Our cluster was fantastic, very professional and open. We focused on sharing, problem-solving, professional growth, and common readings. Regional and state meetings are necessary, but need more focus and input from cluster groups.
Our cluster meetings were invaluable. The networking and collegial sharing at regional meetings were helpful but the programs were not well structured at regional or state meetings.
The meetings need to focus more on the artifacts and documentation. We need to discuss more about our writings and format of the portfolio.
I found the Cluster Meetings more supportive to Professional Development, portfolio development, and networking than any of the Regional Meetings. The Regional Meetings seemed to be a waste of time.
Topics for all meetings on calendar at start of the process.
They are necessary and important to the success of the organization. We need to keep them to a minimum, make sure they are well organized, and make sure that we achieve what needs to be done.
Regionals are important for coordination and consistency.
Coordinating meetings are well organized. Pat and Bob keep everyone on task without rushing through the agenda

Portfolio

There were 127 entries coded into this topical area from the comments generated by 41 of the program participants in the first solicitation of evaluative comments.

General Comments (these were not able to be coded into one aspect):

- In response to *keep in the program*—3 comments; keep all (1), keep none (2)
- In response to *drop from program*—1 comment; NA.
- In response to *change in the program*—2 comments; change and a question mark (?).

P—Portfolio: General Usefulness/Appropriateness of Portfolio

21 negative comments	C: 43332 2/ / M: 4444/ / E: 44443 33//	• Focus on practical work supportive of professional development (8) • Reduce emphasis on portfolio (4) • Change it (4) • Is of questionable value (3) • More organization (2)
17 positive comments	C: 43332 1 / M: 44322 / / E: 332/ /	• Portfolio procedures have value (10) • Good introduction to portfolio (2) • Steps given are necessary and useful (2)

PT—Time Issues Related to Portfolio Development

27 negative comments	C: 4444 / M: 44444 44433 22 / E: 44444 44// /	• More time needed (11) • Need 2 years (6) • Better timeline needed (4) • Don't start portfolio until 2nd year (3) • Use portfolio for renewal (2)
2 positive comments	C: / M: 3 / E: 3	• 2 years is fine • Timetable is reasonable

PG—Portfolio Guidelines with Rubrics, Examples, and Evaluation

50 negative comments	C: ~~44444~~ 442 M: ~~44444~~ ~~44433~~ 33333 3222/ E: ~~44444~~ 44333 33222 111///	• Better instructions and goal statement (19) • Reorganize/revise contents (6) • Need examples (6) • Need rubrics (5) • Need evaluation (4) • Explain evaluation procedures (4) • Better guidelines needed (3) • Mentor and Mentee need same materials (3)
7 positive comments	C: M: 3333 E: ~~443~~	• Good explanation of portfolio (4) • Good explanation of operational procedures for portfolio (3) • Good introduction (2)

Round Two Results: There were 34 returns from the second solicitation. Of these 15 said or gave "No additional comment." Comments were given by 19 people although not all responded to all areas.

This could be a two-year program, with the completion of the portfolio being done in the second year. The first year really needs to be dedicated to discussion and reflection.
Overwhelming the first year. Wait until the 2nd.
I support the idea of data collection during the first year of the principalship with many discussions with the mentor or in a Cluster group, followed by portfolio development during the second year and final edit during the 3rd year. The timeline should be more specific.
Good reflection process—but time commitment is overwhelming with us being in the building programs
Overwhelming for this time line. New admins. Are struggling to making things happen in the building and to require a portfolio of this magnitude in a short timeframe seems tough
Have training for both mentor and mentee in portfolio development –How about staggered due dates for the portfolio components
Comments about portfolio while sincere are inappropriate. The State will require a portfolio for new hires. We must focus on the portfolio to help "restructure" the State requirement—making it more realistic.
A little confusing and cumbersome for mentees.
The ISLLC Standards should be converted the administrative task areas: Instruction Program, Staff Personnel, Pupil Personnel, School-Community Relations, and General Administration.
Make this process a university/college course—two years in length. First year to establish mentor/mentee pairings, data collection (including the use of technology), reflection, and assistance. Second year for portfolio products and leadership training with an additional focus on instructional leadership.
Mentors should have to do at least A1 and A2 of the portfolio as well.
Both parties need same material. Perhaps more practical areas—core knowledge.
This item can be a good experience. We need better guidelines and direction. Samples help and specific suggestions and strategies make the process go much more smoothly.
Optional or a principal's unique design using the standards as guidelines.

Organizational Aspects

There were 205 entries coded into this topical area from the comments generated by 41 of the program participants in the first solicitation of evaluative comments.

General Comments (these were not able to be coded into one aspect):

- In response to *keep in the program*—5 comments; keep all (3), keep most (2)
- In response to *drop from program*—6 comments; nothing (4), everything (1), this evaluation (1)
- In response to *change in the program*—4 comments; all (1), nothing (1), evaluate and change (2)

S—Overall Organization Aspects Not Otherwise Specified

13 negative comments	C: 433 / M: 3331 / E: ~~44~~///	• Change role of superintendent (3) • Practitioners needs not met (2) • In addition there were 12 unique comments
12 positive comments	C: ~~44444~~ 32/ / M: 3/ / E: 3/	• Supportive of organizational structure (6) • Supportive of regional support by universities (3) • For the project directors (2) • For formative evaluation (2) • Coordinating committee/organization (2)

SC—Specific Coordination Committee—Leadership Aspects

2 negative comments	C: /	• No commonalities
11 positive comments	C: ~~44444~~ 3 / M: 3/ / E: 43	• Complimentary of the directors (5) • Complimentary of quality of coordinating committee (5)

SG—Structural Goals and Goal Setting of Entry Year Program

42 negative comments	C: ~~44~~332 22 / M: ~~44444~~ 33333 3331, 3.5 / E: ~~44444~~ 43333 22211 /////	• Need clearer direction—where are we headed? (31) • State directions unclear (5) • Deadlines needed (4) • Give meeting dates well ahead of time (2)
3 positive comments	C: ~~44~~33 / M: / E:	• No commonalities

SO—Structure, Guidance, and Contributions from ODE

30 negative comments	C: 43333 222 / M: ~~44443~~ 33333 // / E: ~~44432~~ 1//	• State directions were unclear (13) • State meetings were not helpful (10) • Need participant input (2) • Need local more than State (2)
5 positive comments	C: / M: 443 / E: 4, 2.5	• Having the State meetings (4) • Frequency and timing of State meetings (4)

SR—Resources (Not Time) Needed for Program

9 negative comments	C: ~~44~~333 / M: ~~444~~ E:	• Need more funds for professional development (2), earlier (1) and equally distributed (1) • Provide more time or stipend for use of time (2)
14 positive comments	C: ~~444~~ M: 33 E: ~~44~~443 2.5, /	• Provided money for professional development (13) • Provided technology (3)

SS—Structure Related to Districts or Superintendents

4 negative comments	C: 44 M: 4444/ E: 3/	• Include superintendents in the program
0 positive comments	C: M: E:	

ST—Time and Travel Constraints of the Program

38 negative comments	C: ~~44~~433 333/ M: ~~44~~433 3332// E: ~~44444~~ ~~44~~333 221///	• Duration of Entry Year Program—more time needed (14) • Travel is an issue (10) • Put cluster meetings at beginning and end of the year (2) • Build in more Mentor-Mentee time (2) • Shorten the duration of the program (2)
4 positive comments	C: M: 433 E: 4	• Geographic proximity of groups (4) • Timing and frequency of meetings a strength (2)

Round Two Results: There were 34 returns from the second solicitation. Of these 15 said or gave "No additional comment." Comments were given by 19 people although not all responded to all areas.

Improvements obviously need to be made in this category
Needed more up front info—better understanding of specifics of the process
Clear goals needed from start. Better explanation at first meeting.
Large meetings lacked focus
If we add clusters (possibly 9 or 10), we will strengthen our delivery. Further, a facilitator can handle two clusters if they had only 10-15 people per cluster.
I believe that the coordinators have worked hard at organizing this initial mentoring entry-level program. The "glitches" relating to initial communication of purpose, portfolio development (what to do), and laptop use was due to a first time endeavor process.
Because our experience with our local cluster has been so positive, I was pleased to see some affirmation for this component of the process.
*Provide staff development stipend at the start. *Involve district superintendents/clarify their role. *Connect EYP process with local appraisal system. *Combine university/college connection and participation. *Establish a timeline and syllabus.
No comment
This area is our strength. The collaboration and diversity of the group is important. Good way to keep everyone linked. Together we have much to contribute to an important task.
A-OK
Lots of things to organize—they did a great job!

Technology

There were 98 entries coded into this topical area from the comments generated by 41 of the program participants in the first solicitation of evaluative comments.

General Comments (these were not able to be coded into one aspect):

- In response to *keep in the program*—5 comments; not in a position to evaluate (5)
- In response to *drop from program*—5 comments; nothing (5)
- In response to *change in the program*—3 comments; not sure (2), computer linkage (1)

TL—Laptop Comments

6 negative comments	C: 32 / M: 433 / E: 3	• Objection to using laptops as incentive (external motivation) as opposed to internal motivation (2)
20 positive comments	C: 44433 3 / M: 44333 3 / E: 44333 21/	• Laptop computer a plus for the program (16) • Website is a good idea (3) • Technology in program is great (2)

TM—Technology as Contact and Useful in Mentoring Relationship

4 negative comments	C: 3 / M: / E: 442	• No commonalities
3 positive comments	C: 44 / M: 2 / E:	• Computer provided a vehicle for making contact (3)

TW—Website Usefulness to Entry Year Program Planning and Process

19 negative comments	C: 332 / M: 44333 21 / E: 44333 2211	• Website didn't always work (7) • Need to use it for meaningful communications (5) • Website under utilized (4) • Need better training for website use (4)
12 positive comments	C: 44444 32/ / M: 3/ / E: 3/	• Website a helpful communications tool (12)

TT—Technology Training

20 negative comments	C: 44443 33/ M: 33333 31 E: 44211	• Need more training, help, & practice in use of technology (10) • Sort out the real training needs (3) • Need more hands on training and less verbal (3) • Quality of training was inadequate (2) • Web page was not available (2)
2positive comments	C: 3 M: E: 4	• Computer training was good (2)

Round Two Results: There were 34 returns from the second solicitation. Of these 15 said or gave "No additional comment." Comments were given by 19 people although not all responded to all areas.

It has had bugs and not proven as effective as it was intended
Never really got off the ground. There were very few that ever accessed the web site and even fewer that posted messages
The suggestion about providing a palm pilot is great. They are now very inexpensive and would add to our technology emphasis.
Working out the glitches in laptop use was a problem—although the coordinators made every effort to rectify the problem.
I was a bit taken aback at the inferences that many administrators are so technologically (i.e., computer) deficient—perhaps I've been spoiled but know that I'm in trouble on those days our network goes "down"—we are so dependent anymore.
*Website and laptops were good ideas. *Include technology training as a required component of EYP, especially first year.
The laptops as well as web page was great but under appreciated and/or used.
No comment
Important area. Most principals are not using much technology. This is an important area to continue to work on in the academy.
Continue education in the proper use of technology.
I wish it would have worked!
I am not computer/website proficient and had difficulty accessing the website.

Miscellaneous

Personal and Professional Development

General Comments (these were not able to be coded into one aspect):

- In response to *keep in the program*—2 comments; keep all (2)
- In response to *drop from program*—10 comments; nothing (7), all (2)
- In response to *change in the program*—3 comments; nothing (3)

Personal and Professional Development

19 negative comments	C: ~~44443~~ 3/ M: ~~443~~/ 3.5 E: ~~43~~/// //	• Need more resources (money and time) for this (5) • Need to target leadership skills (4) • Weak in encouraging personal vision (3) • Purpose and meaning ignored (2) • Need to focus on everyday challenges (2)
24 positive comments	C: 4333 M: ~~44443~~ 3333/ E: ~~44444~~ 3///	• Personal development aspect important (18) • Personal development aspect done well (6)

Networking

12 negative comments	C: 4332 M: 431/ E: 33/ 2.5	• Work on improving networking (4) • Need networking beyond cluster/region (4) • Could do more to build wider group support (2)
21 positive comments	C: ~~4444~~/ / M: ~~44444~~ 3332 E: ~~4443~~ 2.5	• Networking an important aspect of the program (21)

School Improvement and Student Achievement Issues

9 negative comments	C: 443 / M: 3.5, 2 / E: 4/ 2.5	• Did not make clear connection with school/student improvement (6) • Did not address thoroughly enough (2)
2 positive comments	C: / M: 4 / E: 4	• No commonalities

Communication Issues—General, Non-Specific

7 negative comments	C: 3 / M: 433 / E: 442	• Need practitioners on planning committee (2) • Need more meaningful communication (2)
0 positive comments	C: / M: / E:	

Evaluation

3 negative comments	C: / M: 2 / E: 3/	• Listen when you ask for feedback—don't get defensive (2)
1 positive comment	C: 4 / M: / E:	• Keep formative evaluation (1)

Global Comments: Program as a Whole

8 negative comments	C: / M: 1 / E: 44////	• Entry Year Program not essential (2) • Focus on everyday challenges (2)
5 positive comments	C: 4// / M: / / E: /	• Have done well (4) • Needs to be continued (2)

Round Two Results: There were 34 returns from the second solicitation. Of these 15 said or gave "No additional comment." Comments were given by 19 people although not all responded to all areas.

Need for improvements need to be addressed
Not enough responsibility for mentors
I would like to have 1 more large group meeting per year with all mentors and mentees. These meetings were the only opportunity for non-facilitator members of the coordinating committee to visit with mentors and mentees
It would be more meaningful if you did not repeat the same responses in three or four different areas. Certainly, there is an overlap, but it produces too much information and was confusing for me.
None
A very nice job of compilation. I believe I have carefully read each and every response—wow, how do you make sense out of often divergent opinions?! You've tallied a whole bunch of stuff—I can't think of anything substantive that hasn't been reflected.
I can't emphasize enough the importance of a good facilitator, the establishment of cluster networks, providing professional development, and careful matching of mentors and mentees.
No comment.
I believe the academy is off to a good start. Some refinement and a person to pick up the leadership will help it grow and improve.
Two-year process is vital—3 if possible.

Appendix F

Table Notes from the Round Robin Sessions
April 26, 2001

April 26, 2001 Table Notes

On April 26, 2001, participants of the NE Ohio EYP meet to produce recommendations from their experiences in the program to pass onto the state to inform future policy on mentoring programs for new administrators. The following lists are the notes from their poster boards at each table. Table facilitators and "scribes" used these raw lists to create statements which were later approved that day by the group to be passed onto the state as NE Ohio "official recommendations."

Table 1 Mentoring (-, +, *, or ▲ in original listings)

- \- + * training four mentors (common set expectations)
- \- + ▲ mentors in close proximity
- \- + committed mentors/mentees needed (need dedicated follow through)
- \- + Accountability by superintendent
- \- Same info for all
- \+ mentors (facilitators too) improve communication
- \- + facilitators to provide direction and guidance as needed
- \- + enjoyed "educational focus" of each meeting (discussion of)
- \- + collaborative input for agenda
- \- + day for mentor (info. sharing and training) prior to meeting with mentees separate mentor meetings
- selection of paring mentor/mentee critical (same level)
- proximity important
- same level important (elem/ms/hs)
- more direction give to mentors (roles) (training/expectations mentor)
- mentor needs training info (portfolio-different info to each), need skills (socialization/ process/pedagogy)
- need on-site mentoring for 1st year principal.
- Same level important
- Socio-econ relationship
- built-in time (district level-superintendent committed)
- share portfolio project with mentor
- mentors have training before interacting with mentees
- needs to be well-org
- training process for all groups (Mentor-mentee portfolio development)
- unclear directions from State Dept.
- 1st year relationship development (mentees)
- reflective journal
- clusters positive
- mentor develop [their own] abbreviated portfolio
- frustration brought growth
- mentors need experience in portfolio (process mentors complete abbreviated portfolio)
- mentors need understanding of process before hand (experience/training)
- more scheduled meetings with mentors
- more structure needed (expectations, etc.)
- timelines needed
- mentors evaluate portfolio with rubrics
- need share portfolios in groups
- organizational skills and decision-making
- emphasize continuity
- same level important in paring (elem/ms/hs)
- more time than distance
- mentor in building
- more communication/contact between mentor/mentee
- need commitment
- need commonalties for paring (size, district, etc.)

- parochial/public (okay)
- spontaneous mentoring within building
- flexibility in relationship to change if not working
- clusters-positive
- * relationships/networking developed-good
- mentor outside district provide good input-beneficial
- mentor at same level as mentee

Table 1 Mentoring (revised summary of above list)

- Training
  - Prior training in how to develop portfolio, assess portfolio as group of mentors w/rubrics
  - The process of portfolio development-organizational skills
  - Expectations of program/timelines/guidelines
  - How to mentor: skills of socialization and pedagogy
  - Mentor develop abbreviated portfolio
- Proximity
  - In-district
    - Saves time-knows community
    - Even in building
    - Building level
  - Out-of-district
    - Public-parochial OK
    - Reasonable distance
    - SES similarity
    - Building level
- First Year
  - Get-to-know one another, each school, district
  - reflective journal writing for mentor and mentee
  - no portfolio
  - have mentor training in first year
  - superintendent/ mentor commit and mentee accountability (built in time)
- Networking
  - Clusters worked
  - Collaboration agendas
  - Share portfolios in cluster

Table 2--List not available

Table 3--Portfolio (most "-" and "+" in original listings, but some - used merely to separate lists)

+ value
- time frame-1st year is negative, need to extend 2-3 years
- keep everything I do documentation
+ journal reflection,
+ class on portfolio (samples skeleton, examples needed, staff PSU); university program 2/3days in principal preparation share 6 areas
+ access to information (district and building)
+ focus on and help manage barriers to formal learning, not what I am not doing
- time problems
- anonymous-necessary but describe it--know it

- value
- time frame-1st year A1-learn building; discuss A2-student achievement; write year two
- what is the portfolio (time and expectations)
    - is the expectations from ETS
    - university preparation-share 6 areas)
    - samples/examples/subsections
    - cluster training with mentors
- A1-data-resources in district-where to find
- ETS feedback -preback (E.g. anonymity and describe school)
- Five issues (training, expectations, time frame, A1/A2 on how related to student achievement tasks for license or meaningful experience)
- Barriers
    - What is best practice
    - Portfolio development within clusters (time)
    - Planned assigned time
- A1-(Data provide-district building profile-process to learn-where available/resources, samples of portfolio, mentors prepped on what is a portfolio; clusters-share concept)
- Mentor do A1-A2 in 1st year
- ETS give specific at to what is really required--minimum/ maximum
- Make 2 portfolio's last component-- "how will you use it to improve performance"
- Mentee had no idea 1st year-explore/discuss. List of resources/references/person to collect data
- Examples/Selections How to relate to student achievement in building; Task for licensure; Focus A2 1st year; have user friendliness
- Process-mentors- understanding-work through it!
- ETS needs to give us feedback--up front expectations
- Effective feedback from mentors--mentor's don't know…do Sup/central even know

Table 4- Organization (instead of redundant listings the facilitator and scribe highlighted, boxed, and underlined repeated items. These are listings only. Their emphasis shows up in their report.) ("-" and "+" in original listings, but some - used merely to separate lists))

+ University collaboration but - could be more (ex. Summer conference)
- Goals and purposes
+ Portfolio (but - 3yrs and ISLLC)
+ Mentor/mentee relationship building (in district could be strength ("-" and "+")
- More time and examine portfolio samples
+ Sharing ("-" Need to share barriers)
- mentoring training (not same as portfolio training)
+ tried to meet regional meeting space-building [needs]
+ Moved cluster meetings around
+ Individual respect-for discussions
- information management
- not able to have entire program first
+ doing this [exercise]
- prework, questions, start
- guidance of clusters

Table 5- Technology ("-" used below merely to separate listed items)

- Web site-It has been a problem getting on it. Has great potential. Once people got discourage they quit. Frustration-long time [to get on?]
- Good idea-computers…principals need to use it. Important information. Need to be more effective/efficient on the laptop
- Laptop is a great tool not seen just as an incentive

- Website was not used--Regular email-great opportunity missed--why note used (not built into initial training)
- Given options-minutes info should have only been available on website
- Info on Website was not helpful
- Palm pilot would be a nice addition-could help you keep track of dates, meetings, etc.
- When training was provide there was not enough people to help. May have been better to have done in a classroom setting
- When we started if we would have received a formatted disc that would have been helpful given you direction-consistent approach
- Needs to be presented as a tool with instruction on how to use-presented it as an incentive
- If you had laptop-focus needs to be on moving to a higher level of use
- Consider setting up different training levels-comfort
- Format-template would have been helpful (good idea-questions and format to follow both received on a disc)
- Qualities that are attractive to encourage you to go to a website?
- Group sessions for training would have been helpful
- Resources-books-meetings-information links-basic questions-minutes of all meetings-user friendly
- Many principals have computer at work-need to focus on the value of having a laptop-flexible
- Some moved to making laptop primary
- Look at quality of equipment. What is compatible?
- Need to consider setting up opportunities to learn more about what is available-expand horizons
- Need to coordinate with districts so they can go to server to make better use
- Training-training-training need to connect hear from others how to make better use
- Consider having money dedicated to website-webmaster/company keep current up to date.
- Add chat room feature to website-solicit ideas on resolving problems.
- Website design-awareness power point presentations

Table 6- Meetings ("-" used below merely to separate listed items)

- professional development important in cluster meetings and positive
- drive time problematic
- cluster meetings key engine
- meetings should be in schools so can visit
- best for meetings to be during school day to be attended
- mentee should have a say in choice of mentor
- regional meetings should be fast-paced
- more time on portfolios at regional meetings
- more clarity needed at regional meetings (packets, notes, prep for cluster mtgs)
- clusters should be free to set agenda to meet our needs
- mentees and mentors need same material
- regional meetings need space
- state meeting should be one night
- technology does not substituted for meetings
- cluster meetings should not require book reports-time better spend on practical tasks
- portfolio task not clear
- more frequent cluster meetings (monthly)
- agendas for cluster meetings need to be structured
- structure portfolio time, return as you go, timelines
- start with state meeting, then region, then cluster,
- first year learning year with mentor
- mentor training include own prep. Of a section (A1 and A2)
- mentors meet with mentors
- mentee help on A1 in first year

Summary of above listings

Clusters
- important (engine that drives process)
- provide support to individuals
- provide portfolio guidance
- provide prof. Development
- drive time problematic
- meet in schools, during day
- technology does not substitute for meeting
- should provide structure for productive work (timelines)
- meet at least monthly

Regional
- focus on work of cluster, including portfolio
- need ample space

State
- begin sequence with state meetings
- one nigh long

Table 7- Miscellaneous ("-" used below merely to separate listed items

- Networking
  - most important, expanding in a broader context
  - Exposure to administrators outside the district was most enriching-very positive
  - should be a part of future organization
- Are we connecting student achievement and professional development? How is the project impacting student achievement? Include in process. Process needs to reflect this concern.
- Greater sense of purpose at the Columbus meeting.
- Both mentor and mentees benefit from experience.
- Forming groups around issues.
- Directory with all participants
- Newsletter
- Become activist-use forum for advocacy
- Establishing, exploring, expounding on beliefs and leadership
- Bonding within cluster
- Cross-demographic is beneficial
- No follow up with the networking issues
- Shared leadership within the clusters
- Storytelling
- Shared responsibility
- Networking
- Homogeneous grouping
- Best practices
- Current issues
- Political position
- Share books, expose mentees to ideas
- More reflection. Reflective piece at the beginning of the process.
- Sufficient communication within clusters. More interconnectedness with other groups.

Networking
- inside/outside district
- around issues

- for advocacy
- cross demographics
- supported by directory and newsletter
- inter-connectedness
- bonding

Professional Growth
- connected to student achievement
- reflection
- shared responsibility
- current issues
- personal leadership vision
- beliefs
- purposeful
- benefits to mentee and mentor
- shared experiences/learning

Appendix G

Strengths, Weakness, and Recommendations from the 2000 Evaluation Report on the Northeast Ohio Principals Academy Pilot Entry Year Program

Strengths

Support for professional development.

(1) The program provides an extensive support system for entry year administrators that goes beyond the simple mentor-mentee relationship. Administrators have access to the pre-existing networks of all the administrators in their cluster groups and that of their group's facilitator.

(2) The facilitators played an active role in the program. They did more than arrange place and time for meetings. They viewed their role as including coaching, supporting, and motivating both mentors and mentees in developing the mentor-mentee relationship. They were active participants rather than sideline observers.

(3) Some of the mentees had at least some choice in their mentors.

(4) The development of trusting, collegial relationships was taken as the first step in the program.

(5) The facilitators extended their network and support structure by participation as full members of the Coordinating Committee.

(6) The participants were open to diverse views and opinions.

(7) Small Group meetings received high, positive mean ratings.

(8) Positive support relationships were established between and among mentors, EYAs, and facilitators.

Assessment/portfolio development.

(1) The facilitators and to some extent the mentors and EYAs, did not view the portfolio as an end in itself but as a means to develop relationships (a common project), to facilitate professional development, and as a tool for enhancement of career and current job performance

Pilot program structure.

(1) The diversity of backgrounds and current professional situations of the planners aided program development. Field administrators and higher education instructors successfully collaborated in designing the program. Urban, suburban, and rural professionals participated in the program development and operation.

(2) There was successful collaboration among the seven higher education institutions and practicing administrators. Additionally, several of the higher education instructors had K-12 administrative experience.

(3) The facilitators were key in successfully translating the ideas of the Coordinating Committee into reality. The diversity of their backgrounds became a strength for them as a group.

(4) The program allowed great flexibility to the facilitators and cluster groups to set their own agendas and make their own way toward the program objectives.

(5) The program met most of the benchmarks for mentor programs.

(6) Most of the elements of effective meetings were practiced or present.

(7) There were attempts to provide multiple avenues for communication, especially to incorporate email and a website with a threaded discussion capability.

Weaknesses/problems

Support for professional development.

(1) Facilitators expressed a need for more contact with each other.

(2) Mentors and mentees might need to have some "role alike" meetings.

(3) To this point the support relationships have not had an observable impact on the long term goals for the entry year program, assessment by portfolio review and school improvement

(4) Use of the electronic media for communications has not materialized in a significant enough way to be rated favorably by most participants.

Assessment/portfolio development.

(1) There has been a lack of clarity about portfolio format, procedures for development, and standards for assessment.

Pilot program structure.

(1) The facilitators expressed differing views of the purpose of the program. There were many similarities but also some significant differences.

(2) Facilitators who are full-time employees experienced a time crunch between the demands of their regular duties and the program meetings and other responsibilities of a facilitator.

(3) Some mentors and EYAs experience a time crunch or a priority conflict over the various meetings required by the program.

(4) Facilitators who are retired experience a lack of support services such as clerical assistance, long distance telephone service, and office equipment availability.

(5) There were few big city participants in the program either as planners or as mentors/mentees. Although invitations were extended on several occasions, both in writing and by personal contact, the major city school districts chose not to participate.

(6) University personnel were the majority of participants on the Coordinating Committee. Districts were invited to send administrators to participate, but few chose to do so.

(7) Some elements of effective meetings were not regularly incorporated into the program's meetings, for example, minutes or meeting notes and evaluations of all cluster meetings.

(8) The use of electronic communications has been uneven.

(9) Lack of clear ground rules in general and lack of adherence to implicit ground rules concerning sidebar talking during meetings.

Recommendations

Support for professional development.

(1) Consider building time for "role-alike" sessions into the program and cluster meeting agendas. The two facilitators who had experienced earlier pilot entry year programs shared ideas and procedures with the other two. All the facilitators expressed appreciation for the opportunities to share with each other. These role-alike meetings of facilitators should not replace their regular meetings with the Coordinating Committee. Mentors and mentees would probably benefit also from similar role-alike sessions.

Assessment/portfolio development.

(1) The second year of the program will need to focus more attention, training, and professional development on this area. Yet, to keep it from becoming a form of busy work, that is, work done for the sake of doing it, the focus should be on the broader goal of school improvement and how to document work toward that end in a portfolio.

(2) The participants need to clarify the portfolio expectations. While there is an unwritten understanding that the portfolio is a means to get mentors and mentees to work together, to develop their relationships and networks, there is uncertainty about what the portfolio should look like and the process for creating it—even in what order to take the components. An emerging attitude is that the order in which the components are prepared should correspond to and help the participants deal with their current administrative problems. Additionally, tying portfolio preparation to future job search possibilities and/or grant proposal writing has merit and should be encouraged.

Pilot program structure.

(1) The Coordinating Committee should work with superintendents to bring in practicing and/or retired administrators so that they number at least one-half of the Coordinating Committee. Considering that the entry year experience is the beginning of the practice of administration, it is a reasonable expectation that practitioners should have the major role developing and running the administrative entry year program. There needs to be a hand off of responsibility from the preparatory phase to the practice phase. Having the program dominated by university personnel does not signal this change over in responsibility.

(2) The Coordinating Committee should reach out to the urban districts for program participants or to exchange information about what they are doing in designing entry year programs. The major city districts may be large enough to create their own programs but they, as well as their school district neighbors, would benefit from the interaction.

(3) If the program is to continue or expand, the Coordinating Committee should expand the recruiting and hiring of successful, retired administrators as facilitators. Many of them are already trained and/or experienced in mentoring and coaching roles. Since the role of facilitator takes time but is not a full time job, retirees might be attracted to this opportunity to help their profession without the squeeze of a fully loaded work schedule.

(4) Relationship building goals and processes could be built more closely around goal attainment issues like portfolio development and school improvement.

(5) The Coordinating Committee should develop a communication handbook and training program for the Northeast Ohio group as a whole. Provide the training in an equipped computer lab.

(6) Program and meeting facilitators should generate explicit ground rules and secure assent to them. Expressed concerns about the meetings could be addressed if the ground rules were made explicit and the group committed to honoring them. Upgrading other meeting practices in accordance with the elements of effective meetings should be an ongoing process determined in major part by continuing and expanding the practice of evaluating each meeting.

(7) Regional and state level meetings should be scheduled long in advance. Those scheduled during school break times should be scheduled early in the school year to allow participants time to work them into their "off time" calendars.

(8) Provide office support services to those facilitators who do not have access to them in a place of employment. This could include prepaid long distance telephone cards and an office (school district or ESC) near them that would provide a desk and office support as needed.

Executive Summary

Evaluation Report
Northeast Ohio Principals Academy
Pilot Entry Year Program: Year II

By

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The University of Akron
May 21, 2001

Executive Summary

Evaluation Report
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Pilot Entry Year Program: Year II

The purpose of this evaluation was to determine the workability of the program as a whole and to develop recommendations concerning the organization, components, and procedures of an entry year program for new building administrators.

The primary, direct audiences for this evaluation were the Ohio Department of Education and the members of the Northeast Ohio Principals Academy.

A major limiting factor was that this report is focused on providing recommendations for the establishment of entry year programs statewide. It does not seek to provide evaluative information about the second year of the pilot program, but rather to develop and present ideas related to the setup and operation of similar programs in the State.

The first goals of this program as put forward by the Ohio Department of Education were

1. Provide leadership and learning support systems for first and second year principals.
2. Assist in further development of Ohio's administrative portfolio, with articulation to the Ohio Administrative Competencies passed by the Ohio State Board of Education in January 1998.
3. Provide a collaborative learning community to share best practices and best ideas between higher education institutions and principal preparation programs.
4. Create a statewide community of learners to best assist in reshaping the role of the principal to meet the challenges of the 21st century.

There were five levels of relationships setting the context in this pilot:

1. The mentor-mentee relationship—a one-on-one relationship.
2. The small, geographic group relationship involving from 3 to 9 sets of mentors and mentees with a facilitator.
3. The relationship of the facilitators with each other as they support and educate each other.
4. The intermediary relationship that the facilitators have between the small groups and the Coordinating Committee.
5. The Coordinating Committee.

Summary of Evaluation Findings

The program participants prepared seven evaluative statements concerning this pilot entry year program, each one addressed a specific aspect of the program.

Mentoring

The respondents identified four key themes as important for constructing a mentoring program and for relationship building for the entry year principal (EYP, mentee). They are training, proximity, the first year, and networking.

The most critical needs are for training mentors. Mentors need to know how to develop portfolios including the meaning of the standards, the organizational strategies needed to understand and select artifacts, timelines, and guidelines. Benchmarks would be one strategy to aid in this learning. To emphasize the importance of the portfolio and to ensure embedding the portfolio constructs, the mentors should produce an abbreviated portfolio, perhaps one section, such as A2 [Sustaining a Culture Conducive to Student Learning]. This work lays the foundation for the continuity evidenced by portfolio development.

Secondly, mentors need training in how to mentor. They need sound pedagogy and skills in socializing new principals.

Another important aspect of the success of the mentor-mentee relationship is the proximity of the pairing. An equal number of participants found in-district pairings to be valuable as found out-of-district pairings valuable. In-district pairings have the advantages of saving time in travel, knowing the school community, and usually being at the same building level. One participant suggests that the mentor shadow the mentee for part of the time. Out-of-district mentoring relationships can be just as valuable if the distance between settings is reasonable, the communities have similar socio-economic status and demographics, and mentors and mentees are working at the same building level. Even public school and parochial school principals can learn from one another.

Importantly, the participants strongly suggest that the first year be one of "getting to know" one another, each other's communities, and each other's talents and needs. To aid in this process both mentor and mentee should write their reflections on the year. During this year, the mentors

would be engaged in professional development as mentors. There would be no portfolio work done that year other than that provided for mentors.

Perhaps most critical to the success of the mentoring relationship is the support of the superintendent. Mentors and mentees need blocks of time available to commit to the relationship and professional development. Furthermore with these commitments and support come an accountability for both-mentor and mentee —perhaps through the individual professional development plan (IPDP).

The networking supported by cluster group meetings was successful and should be continued. Agendas should be developed by the cluster group members and portfolios shared. The focus of cluster meetings must be teaching and learning.

One last thought, which brings back the importance of both the mentoring and the portfolios, is that the mentors should meet as a group to assess the portfolios using a rubric to provide objectivity in assessment and to present added insights into the relationships and processes.

Meetings

Cluster meetings. Cluster meetings are the engine that drives the entire entry year process. These meetings have three purposes: (a) provide support for participants; (b) provide professional development to participants; and, (c) provide guidance toward completion of the portfolio. In achieving these purposes, cluster meetings need to be structured with timelines for completion of tasks, especially the portfolio. These meetings are most effective when held on school premises, preferably during the school day. However, cluster groups should be free to set their own meeting times and agendas. Cluster meetings should be held on a regular basis, preferably on a monthly basis although driving time is a problem where members of a cluster are located over a wide geographical area. Technology, although important for communication and support, should not substitute for group meetings at one site.

Regional meetings. Regional meetings should be fast-paced and organized to support cluster meetings. Holding these meetings in a large room, such as a hotel meeting room, that permits sufficient space for small group meetings is recommended.

State-wide meetings. The entry year process should begin with a statewide meeting to provide common focus and direction. State meetings should not require more than one night of participants' time.

Portfolios

Portfolio development should be a meaningful experience that is tied to student achievement. University principal preparation must include portfolio development and be tied to expectations of the Educational Testing Service (ETS). ETS needs to tell participants up front what is expected with minimum and maximum requirements/standards. ETS and the universities should provide sample sections and portfolios. ETS should provide forewarnings about common errors in portfolio development and feedback once portfolios are submitted. There should be specific training for mentors on guiding mentees in portfolio developments. Cluster meetings should allocate time specifically for portfolio training.

The EYP should be a three-year program with timelines clearly defined. Attention was called to findings from the first and second round surveys, which repeatedly suggested goals for each year, with the first year spent in discussions between mentors-mentees and in cluster groups, the second year in portfolio development, and the final year in editing. Sections A1 (Facilitating the Vision of Learning within the School Community) and A2 (Sustaining a Culture Conducive to Student Learning) do need to be done. The first year must start with the development of relationships between mentors and mentees. The second year should be dedicated to data

collection and learning about the building. The portfolio needs to address how to improve student achievement, barriers, and best practices. The third year needs to focus on best practices to improve student achievement, devising strategies to overcome barriers.

Organization

Overview. Organizational development and renewal are based on reflective processes. The opportunity to have face-to-face conversations about organizational aspects will ensure the maintenance of a healthy organization that keeps a focus on continuous growth and improvement. As a result of today's sessions the OEYP [Ohio Entry Year program] will become a stronger organization that promotes a high quality structure to support heighten resource development processes. To strengthen OEYP this group offers comments on these aspects:

Strengths:

- University collaboration on the project.
- Portfolio (3 year format based on ISLLC [Interstate School Leaders Licensure Consortium] standards)
- Mentor and mentee relationships building (while this was good there is need for more time at the outset)
- Location of central and cluster meetings reflected considerations for traveling.
- Individual responsibility for leading discussions. Centered on case studies, etc.
- Use of creative approaches to exchange information-such as today's activity [of roundtable discussions]

Areas for refinement:

- Goals and purposes need to be clear (summer meetings).
- Mentor training (A1 [Facilitating the Vision of Learning within the School Community] and A2 [Sustaining a Culture Conducive to Student Learning] as parts of the portfolio)
- More time should be allotted to work on the portfolio (provide samples)
- Mentors and mentees should be given the same information
- Coordinating committee should provide suggested topics that cluster would consider for discussions sessions
- The sharing sessions should include barriers or challenges

Recommendations

- Develop a manual (curriculum) that can be used as a reference point for mentors and mentees
- Design the portfolio format so that it reflects the ISLLC [Interstate School Leaders Licensure Consortium] standards

Technology

Technology is an important area that needs to be included in the curriculum of the principals' academy.

The current focus areas should be maintained and expanded based on feedback and suggestions for improvement, since there are obvious gaps in the skills and knowledge in this area. Principals need to have strong skills and knowledge in the area of technology to be an effective and efficient administrator. Technology should be reviewed and promoted as a tool for improvement.

Technology equipment/software should not be viewed as an incentive but as an important tool for effectiveness. The future focus should be on expanding knowledge and skills in the technology area.

Recommendations:

- Make it user friendly.
- Include activities and information that make technology a value added tool (providing a website with resources, links, agenda, minutes, etc.).
- Communication and networking are important aspects for the academy training and can be enhanced through the use of chat rooms, posting questions, and information.
- Technology training is on going and must be received in that light. It must be on going and growth oriented toward higher skills, oriented toward raising the bar for all.
- Sharing and collaboration needs to be built into the training where principals can mentor each other and share strategies for using technology to enhance job performance.
- Make the website on important component by funding it and making a commitment to keep the site user friendly, current, and a value-added resource.
- Technology tools should continue to be provided as part of the academy program. These tools should not be optional but an important part of the training process.
- The technology tools should be expanded to include palm pilots, scanners, CD burners, software, etc. to address the different levels of expertise.
- Training needs to be built into the program and conducted in an appropriate learning environment.
- Follow up and supports system needs to be put in place.
- Efforts need to be taken to create and format discs to provide consistence and a common focus
- Training should be designed based on the level of participants' sophistication.
- Information technology representatives from school districts should be involved and included in the training.

Student achievement and school improvement

Student achievement and school improvement needs to be emphasized as the essential focus of this entire program. In order to realize the goal of student achievement and school improvement, principals need to engage with teachers before initiating any change for school improvement. The appropriate collection and analysis of data is essential to increased student achievement.

Recommendations:

- Cluster group discussions need to focus on student achievement and school improvement through the use of a common theme, using research and journal articles to inform these discussions. They need to be well organized, have a student achievement focus, and allow for in-depth discussion and sharing. Hosting meetings at participants' home schools can enable the cluster groups to share and describe their practices.
- Mentors and mentees need to be on the same administrative level and be in close proximity for ease of accessibility.

Miscellaneous

We iterate the importance of networking among professionals. Participants have found interaction with other administrators within and outside of their districts valuable. The cross demographic clustering of participants provided multiple opportunities to learn from and with others who offered alternative perspectives about school leadership.

We recommend continuation of networking around issues of concern, possibly using the program as a forum for political advocacy. We also recommend finding ways to increase interconnectedness among all clusters, possibly through directories and newsletters.

The program must focus on the professional growth of principals linked to student achievement and be reflective in nature. Curriculum must be purposeful, beneficial to both mentee and mentors. Further attention to the identification of personal leadership beliefs is necessary for the development of leadership vision. Participants should share responsibility for the group's learning through multiple activities such as reading, journaling, and reflective dialogue.

Four general questions guided this evaluation.

1. What are the views of the Coordinating Committee, the mentors, and the mentees about what works in the program?

The consensus opinion expressed was that the EYP works and has value. All major aspects of this pilot program as conducted were considered to work to an acceptable level although there were suggestions for improvement for nearly everything. Of course, this was what was asked for, so it should not be a surprise nor, by itself, an indication of dissatisfaction.

2. What are the views of the Coordinating Committee, the mentors, and the mentees about what should be dropped from the program?

While a limited number of individuals made comments suggesting that one or another aspect of the EYP be dropped, there was not a consensus or a majority supportive of such action for any major program component. Indeed, the most common response to questions about what should be dropped was to leave it blank or mark it as not applicable.

3. What are the views of the Coordinating Committee, the mentors, and the mentees about what could or should be changed to improve the program?

The text of the opinion of the Northeast Ohio participants was reproduced above. For purposes of this report, the evaluators present the recommendations that have support for implementation in any successor program. They are presented roughly in the order of importance to the participants, as determined by the evaluators.

- The evaluation process and rubrics for the portfolio should be made clear at the beginning of the program.
- The portfolio creation process should be at least a 2-year process and possibly 3 with the first year devoted mainly to relationship building and getting to know the new

administrative role, building, and community. Possibly sections A1 [Facilitating the Vision of Learning within the School Community] and A2 [Sustaining a Culture Conducive to Student Learning] of the current portfolio could be introduced in year 1.

- Mentors should receive training both in the role of mentor and in the development of portfolios.
- The process of pairing mentors and mentees should take into strong consideration geographic proximity and similarity of professional environments—grade levels, community socio-economic status, and other relevant demographic factors.
- The training in the use of technology should be significantly better than that provided in the course of this program. (Note that for all the troubles experienced by a number of the program participants, the use of technology for communication and potentially for school improvement was held as valuable and not to be removed from the program.)
- Superintendents should be well informed of the program and supportive of the mentors' and mentees' participation in the program on school time.
- The portfolio topics should relate more directly to the daily activities of the building principal and also allow for some flexibility on the part of the new administrator as to what gets addressed and when.
- Cluster group discussions should focus on student achievement and school improvement.

Final comments: Last year, in the evaluation of the first year of the program, the evaluators made comments about three aspects of this program that stand out as effective and exemplary. These comments held true at the end of the second year and bear repeating:

1. The planning was orchestrated by a coalition of diverse participants. This allowed the Coordinating Committee to win early buy-in from major players in education: EYAs, academics and universities, superintendents and school districts.
2. The creation of facilitator positions in the program provided a useful middle management function to keep the program on task. These facilitators provided excellent resources for both mentors and EYAs and a feedback loop to the Coordinating Committee.
3. The development of both general and local meetings and good attendance at these meetings appeared to be a crucial element in the success of this program. In the future, more refinement of this already effective component may prove even more helpful to the Entry Year Program.

The evaluators believe that future implementation of an entry year program should not only consider the conclusions of this report but also the year 2000 evaluation report. They are included in

Appendix G of the full report. We believe the greatest weight should be given to the statements approved by the program participants as a whole and reproduced above. These were the considered opinions of the participants in the Northeast Ohio Principals Academy Pilot Entry Year Program, planners, facilitators, mentors, and mentees. Six of the statements were adopted with the unanimous consent of the group and the seventh was unanimous except for one person who voiced opposition to its adoption as written.